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ABSTRACT

During the 1990-91 funding year, Collin County Community College (Texas) piloted a service-learning program, Students Utilizing Collin County's Educational and Service Systems (SUCCESS). SUCCESS involved students in community service activities for learning both about their careers and about their capabilities as agents for community change. The program provided opportunities through service agencies for vocational-technical students as a part of the curriculum for elective credit. The program was available to students of diverse abilities, backgrounds, levels of maturity, and academic achievement. Stipends were provided for participants. The SUCCESS Consortium, a fund-raising system, and Career-based Service Learning components were initiated at the college. This document contains six sections of which the first four deal with: (1) the SUCCESS Model Program--purpose and description; (2) program implementation of the SUCCESS Model Program; (3) student/agency profiles; and (4) evaluation. The last two sections consist, respectively, of acknowledgements and a 23-item annotated bibliography. Thirteen appendices form the bulk of this document. They contain: (1) a description of the SUCCESS structure organizational/consortium; (2) a list of advisory board members; (3) letters of support; (4) program coordinator's job description; (5) forms; (6) marketing materials; (7) life/work skills curricula; (8) operational format; (9) student letters and forms; (10) statistical analyses; (11) student reaction papers; (12) evaluations/letters of support; and (13) a program for an evening event for participant recognition. (NLA)

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# SUCCESS Model Program '91

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**E**ducational and
**S**ervice
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# SUCCESS
## (Students Utilizing Collin County's Educational and Service Systems)
## A Model Cooperative Education-based Community Service Program

A Manual Prepared in Fulfillment of the
Requirements of a Grant
Funded Under the Carl D. Perkins
Vocational Education Act

Texas Higher Education Coordinating Board
Community Colleges & Technical Institutes Division

May, 1991


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SUCCESS
Students Utilizing Collin County's Educational and Service Systems

Collin County Community College
Cooperative Work Experience
May, 1991

## ABSTRACT

During the 1990-91 funding year, Collin County Community College piloted through their Cooperative Work Experience Division, a unique service-learning program called SUCCESS, "Students Utilizing Collin County's Educational and Service Systems". The SUCCESS program was originally initiated to find a new solution to an urgent problem. It addresses the basic causes of pressing community needs that are endangering our nation's ability to conduct business in a healthy society. A community that lacks an educated workforce, one that fails to recognize they have a commitment to the community, is a threat to economic prosperity. The program reinforces the College's commitment to the community by acting as a positive and cohesive force in a multicultural, multiethnic society.

SUCCESS involved our students in community service activities as a basis for learning, not only about their career, but about their community and their capabilities as agents for change. Through service-learning, the union of academic study and service, the SUCCESS students channeled their idealism and energy into helping solve local problems thereby building respect for themselves and acquiring a stake in their community. The program provided service opportunities for voc/tech students as an integral part of the ongoing curriculum and made those opportunities eligible for elective credit. The program was available to students of diverse abilities, backgrounds, levels of maturity and academic achievement. The service performed was related to the students' specific interests, skills, and career goals and was carried out under the direction of an established service agency.

The program provides financial support in the form of a stipend for the students selected to participate, thus allowing the student who would otherwise need to work, the opportunity to perform volunteer services. These students receive career-based experience, exposure to community service, and financial support through contributions from local businesses.

CCCC formed a consortium with the Texas Agricultural Extension Service and The Volunteer Center of Plano to implement this innovative and extraordinary program. The process for development and implementation also included the involvement of an advisory committee that included experts in the field of volunteer service. The private sector has been involved in the project through their contributions to the Consortium thereby providing the financial assistance for students participating in service-learning projects.

The following components of SUCCESS were initiated on both campuses of Collin County Community College.

1. SUCCESS Consortium - Managed business/industry financial contributions, approved and matched students for volunteer positions, and distributed the funds to participating students.
2. Fund Raising System - Solicited financial support for students from the private sector.
3. Career-based Service Learning - Developed and identified appropriate supervised service-learning projects/sites.

The project operated through the Cooperative Work Experience Division (CWE), which provided assistance in student placement, monitoring, and evaluation. The Director of CWE served as project director and was responsible for carrying out each part of the project, including the hiring and supervision of the project staff. The coordinator of Resource Development was responsible for monitoring the progress and budget of the project.

The SUCCESS program has had a far-reaching impact on Collin County. The students have spent their semester continuing formal academic study and at the same time worked to address human needs. This living-service experience has helped balance the student's development of heart, body, and mind.

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SECTION 1:

# THE SUCCESS MODEL PROGRAM: PURPOSE AND DESCRIPTION

## SECTION 1: THE SUCCESS MODEL PROGRAM: PURPOSE AND DESCRIPTION

Traditionally in American Schools, our students have been placed in a learning environment that requires them to memorize information utilizing only the very lowest skill levels on Bloom's taxonomy of learning. Somehow the rote memorization of important events in U.S. history is supposed to magically bond the students to their country and its morals. As our young people become adults, they are assumed to have acquired, through the mere study of U.S. government, a value of the traditions of democracy and have a sense of responsibility for their fellow citizens. Information assimilation using symbols of either words or numbers, has been the dominant pattern of learning. Learning sites are the classroom and libraries with teaching techniques being limited to lectures and seminar discussions.

Quality education requires two kinds of learning: experiential and information assimilation. Experiential learning uses a method of direct experience that is a symbolic representation of reality. The strengths of experiential learning compensate for the weaknesses of information assimilation and vice versa. Too many students feel a sense of irrelevance to the local, national, and world affairs that affect their lives. Career Opportunities in Texas: A Master Plan for Vocational and Technical Education (1989 update), Goal 5, strategy 5-a (p. 66) states we should.."Encourage contractual arrangements for education, training and other service among higher education institutions, public agencies and private sector entities (non-profit and for-profit).": Strategy 5-b (p. 66) also states that we should..."Encourage and facilitate resource-sharing among private sector and public higher education institutions to stimulate job creation and retention." Finding a way of closing the gap between rhetoric and performance would greatly benefit our vocational students as well as our communities and meet this challenge. There is obvious value in learning the concepts and facts of one's vocation, but that knowledge must be integrated with action in order to produce citizens that are capable of participating fully in the responsibilities of community, state and nation.

In Career Opportunities in Texas: A Master Plan for Vocational and Technical Education (1989 update) page 55, it is stated, "...The people of Texas expect quality in all aspects of public higher education; teaching research and public service.": Through service-learning, vocational students would have an opportunity to understand that life is a process of both giving and receiving. Service-learning programs involve students in community service activities as a basis for learning, not only about the community, but about their capabilities as agents for change. SUCCESS, "Students Utilizing Collin County's Educational and Service Systems", is a service-learning program that unites vocational study and community service, so that the service makes the study immediate and relevant, and the study relates to and supports the service.

CCCC found that although many students had an interest in or a desire to become involved in community service organizations they did not have adequate financial resources to enable them to volunteer for an entire semester. By providing financial assistance in the form of a stipend for students selected for SUCCESS, volunteer services are provided by students who would otherwise need to work to provide the financial support for their education. CCCC's vocational students are given an opportunity to actually do those things that give them the hands-on experience in areas relating to their chosen careers, of being a leader, and providing an understanding of their relationships in a broader sense than just self-interest.

The need has been identified as threefold: (1) students need to be involved in public service projects, (2) the community has a critical shortage of volunteers, and (3) resources are needed to ease the debt burden of those students who will be in a volunteer capacity for a semester. These needs are currently being addressed at the state and federal level, as evidenced by recent changes in public policy and the passage of The National Community Service Act of 1990. With this in mind, SUCCESS, (Students Utilizing Collin County's Educational and Service Systems) was created to develop linkages between the college, community-based service organizations, and business and industry.

To this end, three major components were identified for implementation:

(1) SUCCESS Consortium - Managed business/industry financial contributions, approved and matched students for volunteer positions, and distributed the funds to participating students.

(2) Fund Raising System - Solicited financial support for students from the private sector.

(3) Career based Service-learning - Developed and identified appropriate supervised service-learning project/sites.

As appropriate funding sources for this program were sought, a number of steps were taken to insure that the program would successfully address the need. Members of the Consortium were identified to provide diverse perspectives on Collin County's community service needs in rural and urban settings. To represent the rural sector, The Texas Agricultural Extension Center, was asked to participate in the consortium. The Volunteer Center of Plano provided insight into the community service needs of the county's urban populations. The third member of the consortium, Collin County Community College's Cooperative Work Experience division, provided the vocational/technical students interested in performing community service as a means of reinforcing their career goals. (Appendix A, p. 25)

As a second step in this process, an advisory board was formulated, comprised of experts in the field of community service from both private and public sectors. (Appendix B, p. 44-45) Advisory board and consortium meetings were held prior to project implementation and members established the following expected outcomes:

1. To impact a greater sense of the students' personal worth and capabilities for leadership and problem solving
2. To bond the students more securely and usefully to their communities and activate their civic knowledge in tangible ways
3. To create genuine and useful service-learning projects of which the student and the community can be proud
4. To promote increased competence, self-confidence, and self-esteem among people of diverse backgrounds and cultures
5. To instill a realization of the responsibilities and obligations of life as well as the enjoyment of its privileges
6. To provide release time for participating faculty enabling them to maintain a close supportive relationship with the students as the service-learning experience unfolds.

While CCCC furnished significant in-house resources to support this project, Carl Perkins Funds were necessary to insure the development of this innovative cooperative education service-learning program and the successful collaboration of the Consortium.

# PROGRAM IMPLEMENTATION OF COLLIN COUNTY COMMUNITY COLLEGE'S "SUCCESS MODEL PROGRAM"

## SECTION 2: THE SUCCESS MODEL PROGRAM: IMPLEMENTATION

Service-learning, the union of vocational study and service, allows students to channel their idealism and energy into helping solve local problems thereby building respect for themselves and acquiring a stake in their community. When communities respond to students with appreciation for their ideas and with resources for their development, students feel both cared for and willing to care about others. Those who serve and those who are served are thus able to develop the informed judgement, imagination, and skills that lead to a greater capacity to contribute to the common good.

In September of 1989, Collin County Community College (CCCC), through the Cooperative Work Experience (CWE) Division, began to develop a system to link their co-op program with service learning. The purpose of establishing the link was to facilitate and encourage participation in community service projects.

These students were placed in service-learning, non-paid internships to help determine the feasibility of such a project. A criminal justice major was placed in the Plano Police Department, an emergency medical technology student was placed with the Plano Fire Department, and a journalism student was placed with the Allen Substance Abuse Program (Appendix C, p. 54-56). This very positive experience confirmed the value of the service-learning program when student's needs, skills, and interests are matched with an appropriate volunteer project. A research project was initiated to identify the extent of the need and justification for expansion of such a program. Contact was made with the Volunteer Center, a nonprofit organization that promotes, supports, and coordinates volunteerism in the Plano/Collin County area, and we found the need for volunteers more critical today than ever. "Volunteering is the lifeline of the human service industry," Lori Dehn, Executive Director of The Volunteer Center, stated. (Appendix C, p. 57-58)

With the need, purpose, and feasibility identified, a grant proposal was submitted to the Texas Higher Education Coordinating Board for Carl Perkins funds to expand and further develop the service-learning concept. Upon the notification of the grant proposal being awarded, steps were immediately taken to implement the program as soon as possible. A consortium was formally established to consider the guidelines and expected outcomes. The Consortium members consisted of The Volunteer Center of Plano, the Texas Agricultural Extension Service, and Collin County Community College. The initial meetings were held to outline and specify the exact role of the Consortium and how to solicit funding in a cooperative effort. Representing CCCC in the first organizational meeting were Jack Gray, Vice President Institutional Advancement, Roberta Kess, Coordinator Resource Development, Wayne Robertson, Accounting Manager, Barbara Eubanks, Director Cooperative Work Experience, and Paula Roman, Coordinator of the S.E.E. Model Program. There was considerable discussion on establishing tax exempt status, bookkeeping procedures, design of forms to initiate payment, what to call the financial assistance, procedure for payment, and how funds would be solicited from the private sector.

The Consortium members agreed to participate in meetings to approve prospective students and to work with CCCC's CWE staff to provide service opportunities with volunteer agencies in Collin County. All participants agreed SUCCESS, (Students Utilizing Collin County's Community and Educational Service Systems), should further develop linkages between the college, community-based service programs, business and industry and the participating students. The search for a coordinator of the SUCCESS program was also initiated and an advisory board was formed.

Following the recommendations of the consortium members, the advisory board provided a diverse perspective on our service area's community service needs. With the assistance of the consortium members, a coordinator of SUCCESS was hired to direct the implementation of the program (Appendix D, p. 59). All activities were designed to strengthen CCCC student's vocational and educational experiences through exposure to the real problems of life faced in the Collin County community.

The first advisory board meeting was held after the SUCCESS Coordinator was hired, and included all three consortium members. In addition to providing a direct link to private industry's funding sources to support student stipends, the Advisory Board reviewed and approved the following guidelines:

(1) The primary basis for vocational/technical student selection will be matching their career goals to the volunteer project and the agency they will be working for. Additional considerations include: student's financial need, desire to participate in community service and their apparent commitment to future involvement in community service. Some consideration will be given to the work load of the student and the hours the agency can use them. Students will be expected to volunteer a total of 20 hours a week at one or more sponsoring agencies.

(2) The money awarded each SUCCESS student will be in the amount of $1600, called a stipend, and will be awarded in four equal payments after each 80 volunteer hours are earned. There will be no levels of compensation and all SUCCESS students will earn the same stipend amount. The awarded stipend should help cover tuition, books, and some personal expenses.

(3) Each prospective SUCCESS student will be interviewed by CWE staff and will be asked to complete an application (Appendix E, p. 60). Following this initial screening, appropriate applicants will be presented to the consortium members for approval. Each SUCCESS student will be required to enroll in a voc/tech CWE course and will earn three semester hours of credit in the appropriate discipline. SUCCESS students will be required to sign a CWE Student Responsibility Contract (Appendix E, p. 61).

(4) SUCCESS students will be limited to one semester. If they want to pursue their volunteer agency placement for the following semester, they can do so on their own, but they will not be allowed to enroll in the SUCCESS program for more than one semester.

(5) Agencies utilizing volunteer students will be asked to sign a partnership agreement (Appendix E, p. 62) and work with the students in establishing five learning objectives. The supervisor will be encouraged to work with the student and help them establish their goals (Appendix E, p. 63-64).

(6) Contributors will be asked to sign a participation agreement indicating their level of support (Appendix E, p. 65) that reflects the number of volunteer hours underwritten.

Utilizing the guidelines as a foundation for the program, the program coordinator launched an extensive marketing and recruitment effort. Marketing procedures included:

(1) Identification of appropriate contacts at Collin County's major businesses/industries utilizing CCCC's Institutional Advancement Employer Database. Other resources included existing CWE employer files and directories of supporters of local non-profit agencies.

(2) Development of a marketing letter (Appendix F, p. 66) introducing SUCCESS and requesting consideration of financial support for student stipends.

(3) Mailing of marketing letters to 165 business/industry contacts and telephone follow-up to set appointments.

(4) Development of a marketing brochure explaining the features and benefits of the program (Appendix F, p. 67).

(5) Conducted formal presentations to prospective contributors to solicit funding (Appendix F, p. 68).

(6) The mailing of ten (10) marketing letters, follow-up telephone calls to set appointments and formal presentations were conducted on a weekly basis to secure on-going funding for student stipends.

(7) Developed and conducted presentation for community and civic organizations including Chamber of Commerces, Rotary Clubs and Junior Leagues.

(8) Inclusion of SUCCESS program highlights in each monthly CWE issue of "Partnerships" mailed to all CWE students, employers, SUCCESS contributors and sponsoring agencies (Appendix F, p. 69).

(9) Public recognition of contributors in local newspapers and at CWE employer banquet (Appendix F, p. 70-74).

(10) Thank you letter developed for SUCCESS contributors was mailed to every contributor as contributions were received. (Appendix F, p. 75)

Recruiting procedures included:

(1) Introduction of the SUCCESS program at CWE orientation.

(2) Development of a SUCCESS poster to be placed in various locations on both CCCC's campuses and throughout the community to attract prospective SUCCESS students to CWE (Appendix F, p. 76).

(3) Developed and conducted presentations to campus student organizations, including SCI (Students for Community Involvement).

(4) Discussion and introduction of SUCCESS to vocational/technical students coming to CWE for placement/information.

(5) Included SUCCESS in classroom recruiting presentations for CWE and at CWE seminars.

(6) Created SUCCESS tee-shirts for student participants and SUCCESS staff.

The CWE staff, in conjunction with The Volunteer Center of Plano and the Texas Agricultural Extension Service, marketed SUCCESS and appropriate students for the purpose of identifying volunteer opportunities to be used as service-learning sites. This process was on-going throughout the grant year.

The CWE Coordinator of Job Development/Recruitment matched prospective SUCCESS student's career objectives, skill abilities, credentials, and desire to serve various community populations with volunteer opportunities. Each student had an interview with the program administrator at the appropriate agency who made the final selection.

Following the acceptance of the student by the sponsoring agency, a consortium meeting was held to determine the appropriateness of the student-agency match. Once approved, the student enrolled in CWE and was required to fulfill all CWE program components including 16 hours of Life/Work skills seminars (Appendix G, p. 79-81).

TIMELINES AND ACTIVITIES

July, 1990 -
- Funding secured from Texas Higher Education Coordinating Board, Carl Perkins Grant (Appendix H, p. 82-87)
- SUCCESS Coordinator hired.
- SUCCESS faculty coordinator hired.
- First Consortium meeting to brainstorm ideas. (Appendix A, p. 26-29)

August, 1990 -
- Met with CCCC business office to legally establish the SUCCESS entity as part of the college's foundation.
- Held initial Advisory Board meeting. (Appendix B, p. 46-48) Consortium guidelines approved.
- Identified business/industry contacts for stipend solicitation.
- Developed marketing letter - approved by Consortium members.
- Mailed marketing letter to selected business/industry contacts.
- Telephone follow-up to all contacts.
- Developed participation agreement for contributors.
- Set and conducted appointments to business/industry to solicit funds for student stipends.
- Began fall student recruitment effort utilizing flyers and posters.

September, 1990 -
- SUCCESS students approved at Consortium meeting. (Appendix A, p. 30-32)
- First SUCCESS students placed at volunteer agencies.
- Congratulatory letters mailed to SUCCESS students. (Appendix I, p. 88)
- Began "SUCCESS CORNER" in Partnerships, CWE's monthly newsletter. (Appendix F, p. 69)
- Continued company visits for fund solicitation.
- Faculty coordinator begins working with SUCCESS students to formulate five competency-based goals and objectives.
- Developed a form to be used by CCCC's business office for distribution of stipends. (Appendix I, p. 89)

October, 1990 -
- Set up table and participated at CCCC's Volunteer Fair.
- Began working with SCI (Students for Community Involvement). SUCCESS students made presentations at SCI meeting.
- Compiled and analyzed midterm statistics regarding contributors. (Appendix J, p. 90)
- Prepared and distributed statistical analysis to advisory board members. (Appendix B, p. 49)
- SUCCESS students placed and brought before consortium for approval. (Appendix A, p. 33-34)
- Continued company visits for fund solicitation.
- Additional marketing effort launched targeting banks.
- Wrote "SUCCESS CORNER" for Partnerships.

November, 1990 -
- SUCCESS coordinator attended NSIEE (National Society for Internships and Experiential Education) to learn about community service projects at other institutions.
- Conducted presentations at local Chamber of Commerce.
- SUCCESS students placed and brought before consortium for approval. (Appendix A, p. 35-36)
- Continued company visits for fund solicitation.
- Designed and ordered SUCCESS tee-shirts.
- Wrote "SUCCESS CORNER" for Partnerships.

December, 1990 -
- SUCCESS students attended "Service-learning Reflections" meeting. (Appendix L, p. 117)
- CWE Employer Recognition Banquet held. Special recognition in the form of plaques and certificates given to SUCCESS contributors and volunteer agencies. (Appendix M, p. 132)
- Continued company visits for fund solicitation.
- Wrote "SUCCESS CORNER" for Partnerships.

January, 1991 -
- SUCCESS students placed and brought before consortium for approval. (Appendix A, p. 37-41)
- Continued company visits for fund solicitation.
- SUCCESS coordinator made presentations at Bell Northern Research/Dallas Youth at Risk informational meeting.
- SUCCESS coordinator made a presentation to "Service to Mankind".
- Wrote "SUCCESS CORNER" for Partnerships.

February, 1991 -
- SUCCESS students placed and brought before the consortium for approval. (Appendix A, p. 42-43)
- Prepared statistical analysis of contributors. (Appendix J, p. 91-92)
- Continued company visits for fund solicitation.
- Advisory Board meeting was held and attended by the outside evaluator. Students' testimonies were heard. (Appendix B, p. 50-53)
- Program evaluator met with SUCCESS staff in preparation for final report and made verbal recommendations.
- Wrote "SUCCESS CORNER" for Partnerships.

March, 1991 -

- SUCCESS coordinator visited several service-learning sites - photographs were taken of students for inclusion in various presentations. (Appendix M, p. 134-137)
- Continued company visits for fund solicitation.
- SUCCESS coordinator attended SCI (Students for Community Involvement) meeting.
- Wrote "SUCCESS CORNER" for Partnerships.
- Attended Cooperative Education Association (CEA) Denver, CO. Presented SUCCESS at poster session. (Appendix M, p. 138)

April, 1991 -

- Began looking for external funding sources to support the administrative functions of SUCCESS for second year operation.
- Began self-study evaluation.
- Contacted (by letter) all companies who pledged monies to remind them of their pledge and to collect final stipends for 1990-91 academic year. (Appendix F, p. 77)
- Wrote "SUCCESS CORNER" for Partnerships.
- SUCCESS and CWE division created a community service slide presentation "SHOW ME THE WAY" to be used during a CWE community service seminar.

May, 1991 -

- Began writing final report.
- Prepared statistical analysis of contributors. (Appendix J, p. 93)
- CWE Employer Appreciation Banquet held - SUCCESS contributors and sponsoring agencies recognized. (Appendix M, p. 133)
- Received evaluation from outside evaluator for inclusion in the final report. (Appendix L, p. 123-126)
- Developed and sent final thank you letter to all contributors. (Appendix F, p. 78)
- Wrote "SUCCESS CORNER" for Partnerships.

SECTION 3:

# STUDENT / AGENCY PROFILES

## SECTION 3: THE SUCCESS MODEL PROGRAM: STUDENT/AGENCY PROFILES

The main goal of SUCCESS was to promote service opportunities for students as an integral part of their curriculum and encourage them to continue in volunteer work. This happened in every case. The experience the students received in the work place applied directly to the course work they were studying. This gave them more determination, more interest and more motivation.

Some of the student were hired by the agency after their participation in the program ended, but in all cases the students committed to doing some form of volunteer work in the near future.

The profiles of the following six SUCCESS students illustrate the diversity and variety of the students and their placement sites:

An Eagle Scout awardee tutored students and faculty at the Alternative School. He instructed staff and faculty on the use of their computer system. His responsibilities varied from tutoring of students and faculty to developing a computer library. This experience has changed his career goal in computer technology to include a minor in education with a goal to work with students who have behavioral disorders. (Appendix K, p. 94-99)

A multi-lingual minority student volunteered for the Plano Independent School District's English As a Second Language program. She assisted in the classroom and interacted with students of diverse backgrounds. She has a history of volunteer work in another state and wanted to expand her experience. She felt her language abilities could best be used in this placement. (Appendix K, p. 100-102)

With a desire to be an agricultural teacher, this student combined her environment from her small, rural town and her experience as President of 4H in her high school to apply for a position at the Texas Agricultural Extension Center. Her experiences included picking cotton, answering a variety of questions relating to their services, and developing mailings to distribute throughout the county. (Appendix K, p. 100-105)

A displaced homemaker, facing the prospect of son going off to college, sought work in Art Therapy. She had volunteered at Mental Health Mental Retardation for 2 1/2 years and now, with an empty household, she decided to return to school to complete her education as an Art Therapist. Because of financial constraints, this student had to obtain a paid position to subsidize her income. SUCCESS provided her with a stipend and college credit. Her experience at Mental Health Mental Retardation was so rewarding and fulfilling that it has reinforced her desire to become an Art Therapist. (Appendix K, p. 106-110)

A student returning to college with a renewed interest in continuing his studies in the field of Computer Aided Drafting was placed in the Volunteers In Plano program. As a "VIP" he became part of the technical support staff for the Engineering Department for the City of Plano. (Appendix K, p. 111-113)

An Accounting major was placed at the United Way Service Center balancing their checkbooks and preparing financial statements. This agency serves people from all walks of life who are experiencing financial difficulty and can no longer pay their bills. This experience has had a meaningful effect on this student and has given him an appreciation of the things he took for granted. The United Way Service Center has found the funds necessary to hire this student for the summer because of the valuable contribution he has made to the agency. (Appendix K, p. 114-116)

# EVALUATION

## SECTION 4: THE SUCCESS MODEL PROGRAM: EVALUATION

To assess the outcomes of SUCCESS and to determine the extent to which the established objectives were realized, a variety of evaluation methods were employed by the project's staff. Periodic assessments were made and all involved parties were given multiple opportunities to give feedback in an attempt to further refine and develop SUCCESS.

The following is a description of the evaluation methods, as well as actual comments, suggestions and recommendations received by the project's staff:

### ADVISORY BOARD EVALUATIONS

On February 25, 1991, the SUCCESS Advisory Board met to evaluate the program's first year's progress and to meet a number of SUCCESS students and employers. The highlight of the meeting was when three SUCCESS students told the board their stories and gave descriptions of their placement and how it supported their career goals and aspirations.

#### Comments

"I was very impressed with the dedication of the students. I noticed the different ages of the students and felt the program touched many different types of students. I was so enthused and excited about the program. I wish I could raise money to support more students in the program. It is so worthwhile." Peggy Fraser, Sunbelt Plastics

"The initial experience these students had reflected a great match between their interests and their job. They all had valuable experiences." Bob Huff, ARCO Oil and Gas

#### Summary

The Advisory Board's expertise and assistance was critical to the success of this project. The Advisory Board gave valuable and on-going feedback which was carefully considered during program implementation. In the evaluation stage, the entire Advisory Board felt SUCCESS has been extremely beneficial to the college, the participating agencies and, most importantly, the students involved.

### CONSORTIUM MEMBER'S EVALUATIONS

Mary Jo Dean, Executive Director of The Volunteer Center, and Carrie Brazeal, County Extension Agent, were important contributors to the approval process of students and to on-going decisions affecting policy and budgeting. In addition, these two consortium members assisted in the evaluation process and strongly support the project.

Comments

The Volunteer Center, Mary Jo Dean, Executive Director, "As a result of this volunteer service, the agency benefitted as goals and objectives were accomplished and the students had a meaningful experience relating to their area of study. Students also learned the value in contributing to the community and became knowledgeable of the important role volunteers play in the nonprofit sector. Therefore, they will continue to volunteer and community service will always be an integral part of their life." (Appendix L, p. 118-120)

The Texas Agricultural Extension Service Center, Carrie Brazeal, County Agent, "SUCCESS is a unique opportunity for students to volunteer while still receiving a stipend. I fear that, without programs such as SUCCESS, volunteerism will become part of our history in the next generation." (Appendix L, p. 121-122)

Summary

As evidenced by both consortium member's comments, SUCCESS had a strong and positive impact on the community and the participating students. The formulation and involvement of a consortium helped to insure that program goals were consistently worked toward and that criteria and policies were applied fairly.

## OUTSIDE CONSULTANT'S EVALUATION

Mary Eggemeyer, Executive Director, Dallas Youth Services Corps was employed as a consultant for the purpose of providing a knowledgeable and objective evaluation of SUCCESS. Ms. Eggemeyer's extensive experience in grant programs, service learning, and volunteer work provided a high level of expertise for this project. Ms. Eggemeyer's services included recommendations for program expansion and continuation, and clearly points to the benefits received by the college, agencies, and participating students. (Appendix L, p. 123-126)

Comments

"The SUCCESS program is cutting edge in its approach to service for this age program participant. The program is learner centered and focused on personal development through service to the community. By providing this opportunity through paid work experience it is possible for the students to volunteer in areas relevant to their formal education. Without this opportunity these same students would be spending that time in part-time employment situations, unrelated to their formal education, in order to finish school." Mary Eggemeyer, Consultant

Summary

An experienced, independent, and objective evaluator was critical to the final evaluation/planning stage of SUCCESS. Her insight, support and recommendations were a final confirmation of the value of this project.

## EMPLOYING AGENCIES' EVALUATIONS

All of the agencies who employed and supported SUCCESS students had positive experiences with the program. The populations the agencies served benefitted tremendously from their involvement with bright, motivated students who volunteered their expertise, services, and time. The investment SUCCESS students made in their jobs, both physically and emotionally, is evident by the impact they made on the agencies they worked for.

### Comments

"As the student has been learning what to do and how to do it, I, too, have been gaining in knowledge concerning employer-employee relationships and responsibilities",
Sally Evans, Outdoor Learning Center

"This program has touched a number of lives within Collin County and has been very beneficial to those that we serve" Jill Roberts, Collin County Mental Health Mental Retardation

"The SUCCESS program is without question a vital and needed asset to our county. We feel strongly that these students have a unique opportunity to help better our community." Katherine Howard, Collin County Child Welfare Board

"My involvement in the SUCCESS program has driven home my belief that students can learn and contribute valuable talents when offered the opportunity to volunteer." Robin Popik, Volunteers in Plano City Program

(Appendix L, p. 127-131)

### Summary

SUCCESS students brought a refreshing and energetic approach to the work they did at the participating agencies. The fact that the work experience directly related to and supported their career goals made the experience much more relevant and meaningful. The agencies were eager and willing to support SUCCESS students in the formation of competency-based goals and completion of the other CWE/SUCCESS required components. The agencies have been extraordinarily supportive of SUCCESS and have been certain to provide positive learning experiences for the students they employed.

## STUDENTS EVALUATION

All Cooperative Work Experience students are required to submit a final "Reaction Paper" as one of the components of their grade. (Appendix K, p. 94-116) SUCCESS students had identical requirements as other CWE students but also participated in other evaluation processes including a Pizza Party Reflections Meeting and attendance at a final advisory board meeting.

### Comments

"I heartily recommend the experience for other students. It gives you an immediate and unqualified direct response to your knowledge and actions. You do not have to wait until the grade on the test comes in: you feel the impact of your input. Your knowledge is reinforced and substantiated so that it becomes a part of you, not just some useless information that will go by the wayside (after the test)." Shirley Jones, Student

"From my experiences at the Alternative School, my educational pursuit has not changed. I still will get a degree in Computer Science; however, I now plan to minor in education with the goal of working with students who have behavioral disorders. I feel I would never have had the opportunity to develop the skills that I have learned at the Alternative School had I not volunteered the SUCCESS program." Von Sleigher, Student

"Had it not been for the SUCCESS program, I would not have been able to do this kind of placement. I salute this program as a very important one for students who must earn money to support themselves but yet want to be involved in a work experience that is valuable to them in terms of future career goals. For me, this experience was the perfect compliment to my classroom study." Staci Schlect, Student

"This job has really shown me what the real world is like. Before I came to work at this job, I had no idea that there were as many people living in poverty as there are. Through this job, I learned to appreciate and be thankful for every asset I possess while also gaining valuable experience in the field of accounting." Mark Lowry, Student

### Summary

SUCCESS students reported having unique experiences as a result of the program. The variety of voc/tech students participating contributed to a diverse mix of students and placements. To do volunteer work that supports academic and career goals and to receive academic credit and financial assistance is a unique opportunity that was experienced to the fullest by the SUCCESS students. Additional copies of the SUCCESS student's reaction papers are on file in the CWE office and are available upon request.

# ACKNOWLEDGEMENTS

## SECTION 5: THE SUCCESS MODEL PROGRAM: ACKNOWLEDGEMENTS

I would like to express my sincere appreciation to all the individuals who played an integral part in the planning, implementation, and evaluation of the SUCCESS Model Program. Barbara A. Eubanks, Director of Cooperative Work Experience, and Paula Roman, Coordinator, were responsible for conceiving the idea of a community service program for cooperative education students.

Joining me in the early brainstorming sessions were the members of the Consortium; Mary Jo Dean, Director of the Volunteer Center in Plano, and Carrie Brazeal, Home Economist, Texas Agricultural Extension Center. Their guidance, reassurance, and assistance in placements and fund solicitation made things easier to accomplish. I also want to acknowledge Helene Cavanaugh, Coordinator of Job Development and Recruitment, for her insight and perfect alignment of students to their career goals. I would also like to thank Christel McCaskill and Delene Van Sickel for providing secretarial support with professionalism and patience. Team effort, such as this, has continued to be the secret for the successful development of the SUCCESS Model Program. From the beginning, the SUCCESS Advisory Board has been an essential part of this team effort; the time and energies they devoted to this project is sincerely appreciated.

Appreciation must also be extended to the volunteer agencies who have encouraged, supported and employed our SUCCESS students. They have welcomed them into their agencies giving them full responsibility and exposure to the entire gamut of their organization. Many of them have included them in board meetings and have treated them as staff members.

Mostly, I would like to acknowledge the students who participated in SUCCESS. Their altruistic spirits and sincere concern for the betterment of their community made this project successful. They were diligent, caring and enthusiastic in their approach to new learning experiences. Each SUCCESS student went the extra mile and left a part of themselves at the agencies they served.

Finally, I would like to acknowledge the contributors who believed in SUCCESS and had the vision to see the value of this program. Their contribution to the SUCCESS Consortium has benefitted students, agencies, and the community in which they live.

Anita B. Wormald

Anita B. Wormald, Coordinator
SUCCESS Model Program
Collin County Community College

Administration - Collin County Community College (CCCC)

Dr. John H. Anthony
President

Dr. Steve Ellis
Vice President of Instruction

Project Staff-CCCC

Barbara A. Eubanks
Director, Cooperative Work Experience

Anita B. Wormald
Coordinator, SUCCESS Model Program

Paula J. Roman
Representative, SUCCESS Model Program

Helene Cavanaugh
Coordinator, Cooperative Work Experience

Roberta Kess
Coordinator, Resource Development

Wayne Robertson
Accounting Manager

Christel McCaskill
Assistant, Cooperative Work Experience

Delene Van Sickel
Division Secretary, Cooperative Work Experience

Mary Diekman
Administrative Assistant, Cooperative Work Experience

Texas Coordinating Board Liaison/Program Director

Terry Walch
Program Director

SUCCESS Consortium

Ms. Mary Jo Dean
Director
Volunteer Center of Plano

Ms. Carrie Brazeal
County Agent
Texas Agricultural Extension Center

## Grant Advisory Board

Mr. Joel Blaylock
Prevention Coordinator
Community Drug Prevention Center

Mr. Ed Frantz
Partnership Facilitator
EDS Representative to PISD

Ms. Peggy Fraser
Receptionist
Sunbelt Plastics

Ms. Ellen Gaconnier
Coordinator Corporate Communications
Bell Northern Research

Ms. Kathy Hirschler
Director of Education
Charter Hospital

Mr. Bob Huff
Manager Facility Operations
ARCO

Mr. Tom Oliver
Business Director
Fisher Controls International

Ms. Robin Popik
Coordinator
Volunteers In Plano

Ms. Terry Walch
Project Director
Texas Higher Education Coordinating Board

Mr. Kenneth White
County Agent
Texas Agricultural Extension Service

## Program Evaluator

Ms. Mary Eggemeyer
Executive Director
Dallas Youth Services Corps

SECTION 6:

# ANNOTATED BIBLIOGRAPHY

SECTION 6: THE SUCCESS MODEL PROGRAM: ANNOTATED BIBLIOGRAPHY

Bailey, Anne Lowrey. "Every Excuse in the Book and How to Avoid Them." Current's.

Bailey outlines five strategies to avoid excuses and stresses these should be in place before the situation arises.

Buckley, William Jr. "William F. Buckley Jr. Wants a National Service Program to Help Americans do the Right Thing." People December, 1990.

Buckley speaks to the very backbone of the SUCCESS project, every student should do community service to give something to the community that gave them so much.

Bradfield, Cecil and Myers, R. Ann. "Service-Learning and Undergraduate Education: Toward Integration." Experiential Education September-October 1990: 15.4.

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Gergen, David R. "An Age of Indifference." U.S. News and World Report 25 June 1990.

The editorial talks about the decline in volunteers among youth and single adults and the increased evidence of greed among Americans.

Graham, Sandy and Hainer, Cathy. "High-school basics: reading, writing, and community service." USA Weekend 30 November - 2 December 1990.

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Harrison, Ann. "Youth Leadership Development." Experiential Education September-October 1990, 14.4.

This paper discusses a three week program with emphasis on changing ourselves, our changing world and becoming a change agent. Students discuss strategies for use once they return to their communities.

Karlsson, Diane, Margul, Janet, and Regen, Donna. Collin County Cares. Plano, Texas: Information and Referral Center of Plano, 1990.

A directory of human services connecting people and their needs.

Kendall, Jane C. and Associates. Combining Service and Learning, Raleigh, North Carolina: National Society for Internships and Experiential Education 1989, 3 volumes.

A resource book for community and public service.

Klein, Elizabeth. "Hitachi Film Highlights Teen-ager's Volunteerism." The Chronicle of Philanthropy. March, 1990.

How can teenagers affect the communities they live in? Here's a sample of three teenagers living and giving in their community.

Lappe, Frances Moore. "The Active Practice of Citizenship." Experiential Education, March-April, 1990, 15.2.

Community-service can be seen as going directly to the root of our society's problems. It has the potential of developing many important qualities in those who participate.

Lord, James Gregong. "Going for the Gold." Philanthropy and Marketing. Third Sector Press, Cleveland, Ohio.

Set the pace, start the race, train, practice, persevere and reach the goal.

Marriott, Michel. "Service programs gaining momentum." The Dallas Morning News, Vol. 140, No. 295.

Students working with the youth corp, receive a stipend and the option to take a cash bonus or a college scholarship.

Mensel, Frank. "Peace Corps Opens Doors Wide to Community College Volunteers." AACJC.

Students are trained with the many scarce skills sought be the Peace Corps. They broadly represent the American population.

Mohn, Chris. "The Importance of Self-Image." Communique. Fall 1989.

This paper talks about the importance of developing your true colors while in the work place.

Morse, Suzanne. "Renewing Civic Capacity: Preparing College Students for Service and Citizenship." Eric Digest. Report 8, 1989 ASHE-ERIC.

This paper discusses citizenship and public life, higher education's role in educating for citizenship, and skills for a renewed civic life.

Rockefeller, John Dr. Jr. "The Technique of Soliciting." delivered talk to the citizens Family Welfare Committee of New York City in 1933.

Be convinced, determined, and appeal to the heart. Believe in what you are asking for and you will succeed.

Schlesinger, Arthur Jr. The Age of Roosevelt. Houghton-Mifflin Boston 1988.

President Bush's statement of public service is adament: "...any definition of a successful life must include serving others".

Scribner, Susan and Green, Florence. "Asking for Money." The Grantsmanship Center News. March/April, 1983.

Coming out from behind the anonymity of the proposal, writing process and requesting donations from people face to face can be difficult, but mastering some basic techniques can make it easier.

White, Mary Jo. "Building Better Communities in Colorado." Experiential Education. September-October, 1990, 15.4.

The paper discusses plans to develop groups who will solicit the support of the private sector and involve youth nationwide in an effort to promote community service.

Wilson, Marlene. "The Effective Management of Volunteer Programs." Volunteer Management Associates, 9th ed. Boulder, Colorado, 1976.

Working well with people in volunteer agencies require management skills different from the workplace.

Wilson, Marlene. You Can Make a Difference. Volunteer Management Associates, Boulder, Colorado, 1990.

A testimony to the life long desire to impact a sector of the community and leave a story of encouragement to others inspired to have the same experience.

"Educator and Executives: Same Goals, Different Perspectives." The Workplace in the Community. Spring 1990, 5.3.

School administrators feel that companies, in addition to supporting tax increases, contributing materials/equipment and offering jobs to students should encourage employees to serve in volunteer positions in the community.

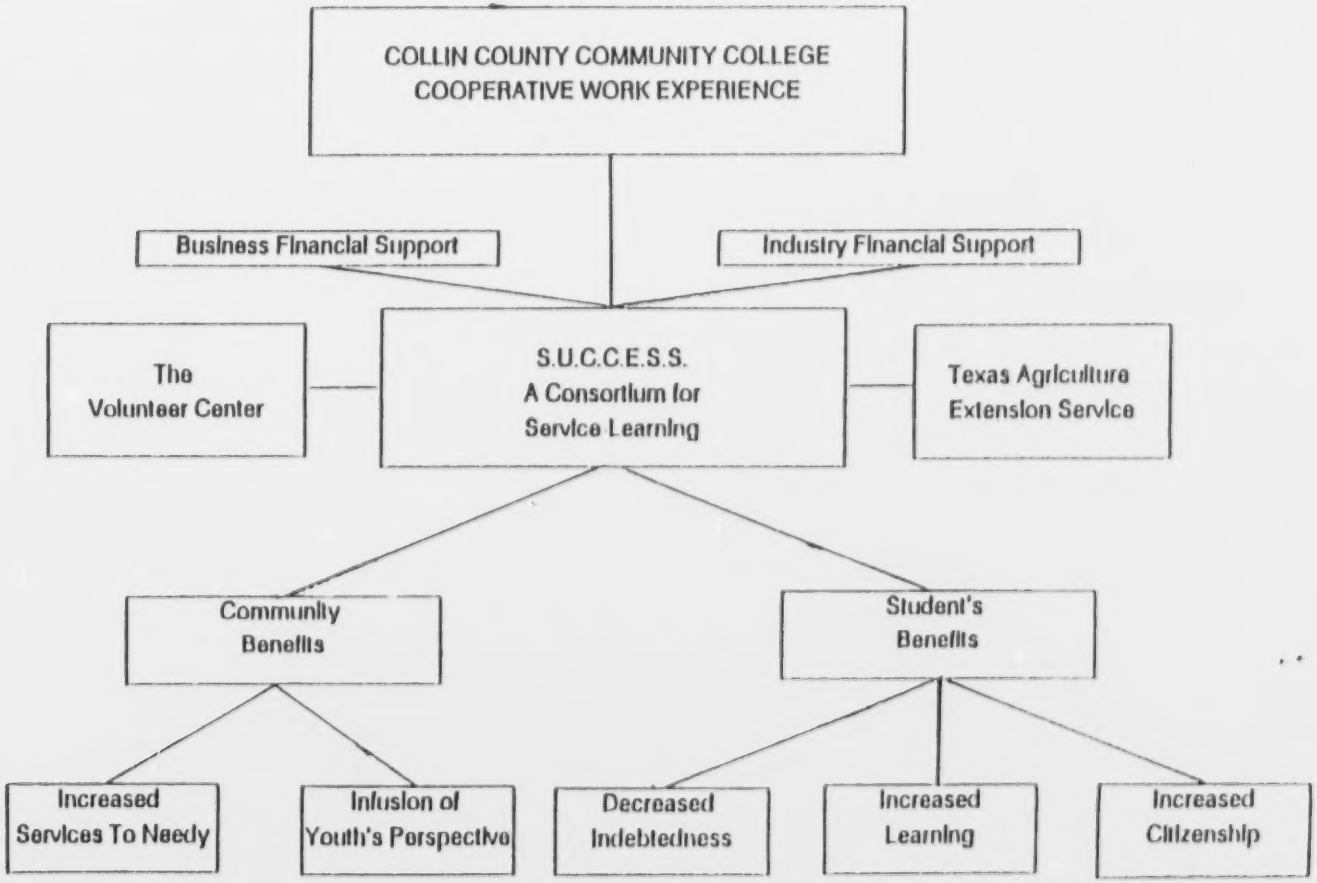
"1990 President's Volunteer Action Award Winners Honored During National Volunteer Week." The Workplace in the Community. Summer, 1990, 5.4.

On April 27, 1990, President and Mrs. Bush honored individuals and groups and presented them with the President's Volunteer Action Award. Citations were also awarded to nine companies and labor unions.

APPENDIX A:

# SUCCESS STRUCTURE
# ORGANIZATIONAL / CONSORTIUM

# COLLIN COUNTY COMMUNITY COLLEGE DISTRICT
# COOPERATIVE WORK EXPERIENCE DIVISION
# SUCCESS PROGRAM
## "Students Utilizing Collin County's Educational and Service Systems"



Collin County Community College
SUCCESS CONSORTIUM
July 19, 1990

AGENDA

Brainstorming Guidelines

I. Student Selection

A. Selection based on
1. Community Service Interest
2. Career Goals
3. Commitment to Volunteerism

II. Grant and scholarship requests

A. Application
1. Information Needed
2. Review Current Applications

B. Stipend awarded
1. Amount
2. 1560 per student x 5 students = $7800
a. $1280 for 20 hours per week
b. $4.00 per hour
c. $180 tuition for 12 hours, $100 books

C. Levels

III. Volunteer Opportunities

A. Match students to agencies or agencies to students
B. Announcements in all appropriate college publications
1. What form
C. Make sure agencies "buy into" concept
1. Letter of agreement

IV. Advisory Board

A. Current Members

Karen Wrigley, Plano Senior Center
Ellen Gaconnier, Bell Northern Research, Inc.

Robin Popik, Volunteers In Plano

Kenneth White, County Extension Agent

Joel Blaylock, Allen Community Drug Abuse Prevention Center

Terry Walch, Texas Higher Education Coordinating Board

B. Additional Suggestions

Marilynn Lummus, Crisis Center

Kathy Hirschler, Charter Hospital

Allan Bird, PISD School Board

Archie McAfee, Rotary

Walter Bowen, ATACRAO

Tom Arledge, Cullem & Company

Ed Franz, EDS/PISD

David Forsythe, Sr., ARCO Oil & Gas

C. Set Meeting Date

V. Corporate Contributions

A. Letter
1. See Attachments

B. Amount of Contribution
1. Levels

C. List of Corporations

SUCCESS

Students Utilizing Collin County's Educational and Service Systems

CONSORTIUM MINUTES

JULY 19, 1990

Attended by Carrie Brazeal, Mary Jo Dean, Paula Roman, Barbara Eubanks, Anita Wormald.

Guidelines for SUCCESS were discussed extensively. The following concepts were adopted:

The primary basis for student selection will be matching their career goals to the volunteer project and the agency they will be working for. Some consideration will have to be given to the work load of the student and the hours the agency can use them. Students will be expected to volunteer 20 hours a week, even though there may need to be more than one project involved.

The money awarded to each SUCCESS student will be in the amount of $1600, called a stipend, and will be awarded in four equal payments after volunteer hours are earned. There will be no levels of compensation and all SUCCESS students will be earning the same stipend.

Each SUCCESS student will be interviewed and asked to complete a SUCCESS Application. If they are accepted into the SUCCESS Program, they will receive a CWE orientation. Each SUCCESS student will be required to enroll in a voc/tech Cooperative Work Experience (CWE) course and will earn three semester hours of credit in the appropriate discipline. SUCCESS students will be required to sign a CWE Student Responsibility Contract.

The stipend awarded will cover tuition, books and some personal expenses. When Consortium funds are exhausted, the program will be temporarily closed until additional funds are available. The deadline for the fall semester will be August 27. SUCCESS students will be limited to one semester. If they want to pursue their volunteer agency placement for the following semester, they can do so on their own, but they will not be allowed to enroll in the SUCCESS program for more than one semester.

Every effort will be made to match students to the agency that will give them the most relevant experience.

Agencies utilizing volunteer students will be asked to sign a partnership agreement and work with the students in establishing five learning objectives. The supervisor will be encouraged to work with the student and help them establish their goals.

The Advisory Board will have nine members. New participants from the industrial field will be contacted. A meeting will be held within the next two weeks at the noon hour at the Spring Creek Campus.

Suggested corporations to be contacted include: Middlekauf Ford, HCA Medical Center, Turrentine Jackson and Morrow Funeral Directors, Collin Creek Mall, Bob Tomes at Tomes Ford, J.C. Penney, John Longstreet at Harvey House, Cindy Bauge at Grant Sales, Don Whitson, Spann Industries, Gene Catalano at Compass Bank, Howard Putnam.

When writing to the corporations, we should promote corporate volunteerism emphasizing a "what's in it for me" attitude. Focus on corporations who will be interested in promoting community service and sponsoring a student in the SUCCESS program.

Collin County Community College District
Cooperative Work Experience Division

SUCCESS Consortium
September 7, 1990

AGENDA

**Report on Financial Contributions**

Actual

| | |
|---|---|
| Fisher Controls | $ 1600 |
| Texas Utilities | 200 |

Pledged

| | |
|---|---|
| Bell Northern Research | $ 1600 |
| Texas Instruments | 800 |
| First Western National Bank | 400 |
| Team Bank | 200 |

**Summary of Solicitations**

17 Calls
-6 Positive Responses

**Job Orders on File**

Rape Crisis Center - McKinney
Texas Agricultural Extension Center - McKinney
Cultural Arts Council - Plano
Alternative School - Plano

**Students to be Interviewed**

Eileen Elias
Stacie Schlecht
Kara-Lea Smothermon

**Concerns**

Career Goals
Community Service Experience
What do you think you will gain from this work experience?
What can you contribute?
Could you do this as an unpaid position?

## SUCCESS NOTES

The Consortium Meeting was held on September 7. The following people were present: Barbara Eubanks, Paula Roman, Mary Jo Dean, Carrie Brazeal and Anita Wormald.

Three applicants came before the Consortium for consideration.

Stacie Schlecht for the McKinney Rape Crisis Center.

Kara-Lea Smothermon for the Texas Agricultural Extension Center.

Eileen Elias for the Cultural Arts Council in Plano.

Stacie and Kara-Lea were approved for SUCCESS funds. Eileen Elias was not approved since she is not enrolled in a degree or certificate granting program at CCCCD.

The Consortium met on Monday, September 24, 1990. Those in attendance were Barbara Eubanks, Paula Roman, Helene Cavanaugh, Mary Jo Dean and Anita Wormald.

Two applicants came before the Consortium for consideration:

William Von Sleigher was approved for The Alternative School.

Eric Hawthorne was approved for the VIP Program and will work in the Planning Department at the City of Plano.

Both applicants were approved for SUCCESS funds.

Meeting with the Business Office, September 25, 1990. Those in attendance were Wayne Robertson, Barbara Eubanks, and Anita Wormald.

The account for SUCCESS will be a debit/credit account. It will not be set up to accumulate interest.

Checks will be administered on Tuesdays & Fridays. If we submit a check request to the business office on Friday it will be cut on the following Tuesday.

A form will be made up for the CWE division stating the name, address, and the SS# of the SUCCESS recipient. It will also show the amount of the award and the balance remaining. The Director of Cooperative Work Experience and the student will sign the check release form.

The college will issue the students a 1099 form at the end of the year. The student will be responsible for all taxes that might be due on the award received from the SUCCESS Consortium.

Collin County Community College District
Cooperative Work Experience Division

SUCCESS Consortium
October 17, 1990

AGENDA

Statistics for first two months:

- August 10, 1990, through October 12, 1990 - Visited 51 companies
- Nine companies have sent in contributions for a total of $6000
- Added to this amount 3 companies have pledged $2200 for a total of $8200
- Added to this amount 6 companies have pledged support but have not set an actual amount yet
- There is a potential of another $3600 from these 6 companies

SUCCESS Students:

We have four students placed at:

The Alternative School
The Rape Crisis Center
The Texas Agricultural Extension Center
Volunteers in Plano, City of Plano

To come before the Consortium today:

Kim Berkovitz - Collin County Child Welfare Board
Soon-Gill Duncker - PISD - Bilingual Program
Shirley Jones - Mental Health Mental Retardation

Consortium Meeting
Wednesday, October 17, 1990

Those in attendance were Carrie Brazeal, Mary Jo Dean, Paula Roman, Helene Cavanaugh and Anita Wormald. The agenda informed the members of the total amount of contributions to date. Since we had received enough money and there were still job orders on file, Helene brought three prospective candidates before the board.

The candidates were Soon-Gill Duncker, Kim Berkovitz and Shirley Jones. Soon-Gill, an Asian student, is fluent in German, Swedish, and French. She interviewed with English as a Second Language, PISD and was hired to assist at the Aldridge School. She has done volunteer work in the past with an Action Help Line in Virginia. She is currently taking 18 credit hours but feels she can work two full days at this job. The Consortium approved Soon-Gill.

Kim Berkovitz has interviewed with the Collin County Child Welfare Board. She is currently carrying 9 credit hours. She has always earned her own transportation and spending money and is interested in this placement. The Consortium approved her.

Shirley Jones is majoring in Graphic Art/Art Therapy. For the last several months, she volunteered at Mental Health Mental Retardation. She has decided to try to obtain a degree in Art Therapy but now since returning to school, she has to have a paid position. She interviewed for a job in a bookstore but would get valuable experience if she could continue at MHMR. The Consortium approved Shirley to be a recipient of the SUCCESS stipend.

We talked about a deadline for contributions. It was felt that after November 1, contributions would be held for the Spring Semester.

Collin County Community College District
Cooperative Work Experience Division

SUCCESS Consortium

November 28, 1990
AGENDA

Contributors - Total amount received to date, $12,600.

Brochure, T-Shirts and Poster - Anita Wormald

SUCCESS Students - Paula Roman, Faculty Coordinator

The Alternative School
Rape Crisis Center
Texas Agricultural Extension Center
Collin County Child Welfare Board
PISD - Bilingual Program
Collin County Mental Health Mental Retardation

To come before the Consortium - Helene Cavanaugh

Roger Fries

Banquet December 14, 1990, 6:30 at the Spring Creek Campus in F108.

Consortium Meeting held on 11/28/90

The CWE staff attended along with Mary Jo Dean and Carrie Brazeal.

T-shirts were given to both Consortium members. The poster was displayed.

Paula Roman, the faculty coordinator, spoke to the members regarding the placements at The Alternative School, Rape Crisis Center, Texas Agricultural Extension Center, Collin County Child Welfare Board, PISD English as a Second Language and Collin County Mental Health Mental Retardation. She discussed the agencies part in developing a learning experience for the students, particularly the value of setting goals and objectives.

There was only one student to come before the Consortium. Roger Fries is a CAD student, returning to school to seek a degree. He has participated in political campaigns before and has worked with city government people. He investigated this job opportunity and would like to have the experience of working in the city planning department.

The Consortium members were personally invited to the banquet on December 14, in which SUCCESS recipients will present certificates of appreciation to contributors.

Collin County Community College
Cooperative Work Experience Division

SUCCESS Consortium
January 9, 1991

AGENDA

Students to be brought forth:

Cindy Harnden - Heard Museum
Rose Toney - Mental Health Mental Retardation

Spring Semester 1 student placed to date.

Roger Fries - City of Plano Planning Department

Pizza Reflection - December 18, 1990

Soon-Gil Duncker - English as a Second Language PISD
Stacey Schelcht - Collin County Rape Crisis Center
Kara Lea Smothermon - Texas Agricultural Center

Good feedback. Each student has had a meaningful experience. (See Attachment) Each has felt the impact of helping others.

BNR special request

Von Sleigher
See attached letter

Collin County Community College
Cooperative Work Experience Division

Service Learning Reflections
December 19, 1990

I. Introductions - Identify self and placement

Kara-Lea Smothermon-Texas Agricultural Extension Center
Stacie Schlecht-Rape Crisis Center
Von Sleigher-Alternative School
Shirley Jones-Mental Health Mental Retardation
Soon-Gill Duncker-Aldridge Elementary, English as a Second Language
Kimberly Berkovitz-Collin County Child Welfare Board

II. Question for discussion

1. What do you do on a typical day at your placement?

2. Tell about the best thing that happened this semester, something someone said or did, something you said or did, a feeling, an insight, a goal accomplished.

3. What do you feel is your main contribution?

4. Tell about a person there whom you find interesting or challenging to be with. Explain why.

5. How do people see you there? As a staff member? A friend? A student or what? What do you feel like when you are there?

III. What will you do next semester?

IV. Suggestions

In the movie Field of Dreams we are told to believe without seeing & for those that take the risk to believe, the vision is crystal clear! Our partnership is a working example of this message. Therefore, on behalf of RISD, the Alternative School Staff & student body, it is with great pride, pleasure and gratitude that I present this certificate of appreciation to you this evening.

Thank You BNR - for taking the risk to build a better community through the adoption of the Alternative School.

53

Ellen,

**Wishing you**
**all the wonder and magic**
**of Christmas.**

39

As per your request - I have enclosed what I had prepared to say to you Monday evening. My heart wanted to flow but my brain did not engage!

Love & Peace

Theresa

54

# Richardson Independent School District

Alternative School
506 Lockwood
Richardson, Texas 75080

December 14, 1990

Mrs. Ellen Gaconnier
BNR
1150 E. Arapaho Road
Richardson, Texas 75081

Dear Mrs. Gaconnier:

I am pleased to take this opportunity to let you know how much the Alternative School has enjoyed participation in the Collin County Community College Work Experience Program. BNR's sponsorship of volunteer, William (Von) Sleigher has proven to be a valuable experience for the students and staff at the Alternative School. In addition to providing the Alternative School staff and students with badly needed computer knowledge/information, Mr. Sleigher has achieved a level of student trust that is extremely difficult for most adults to achieve when considering the unique nature of our student population. Out of this trust, Von has achieved the ability to help our students gain greater insight into what it takes to master math, computer, and other school related skills. He has served as a powerful role model to a student population that is primarily male and severely lacking in positive male role models. Von's visability serves as a consistent reminder to our students that they, too, may also be a college student one day. Though not originally anticipated, this is a benefit that will be missed upon completion of Von's contracted hours. Having said such, I, on behalf of the Alternative School staff and student body would like to take a risk to respectfully ask that BNR again consider sponsorship of Mr. Sleigher for second semester. We all understand that budget constraints may not permit this or that our request might be viewed by some as presumptous, but the benefits derived from this relationship were well worth the risk of taking the opportunity to ask!

Regardless of the outcome, we extend our thanks to you and BNR for providing the Alternative School program with experiences that would otherwise not have taken place. I commend BNR for engaging in activities which defintely serve to build a better community.

Sincerely,

Theresa Colgin

Theresa Colgin, CPS

TC:ljs

SUCCESS Consortium met on January 9, 1991 at the Spring Creek Campus.

Present: Carrie Brazeal, Mary Jo Dean, Paula Roman, Helene Cavanaugh and Anita Wormald.

The brochure and poster were displayed.

There were 2 students brought before the consortium.

Rose Toney is a honor student on campus. She is a member of PTK. She is on work study here at the college and is working 10-15 hours per week. She has been successful in art, and wants to do Art Therapy as a career. Rose has interviewed with Jill and will be assigned to a location in McKinney that involves work in ceramics. Rose feels particularly comfortable in this media. We unanimously approved her for SUCCESS.

Cindy Harden's placement at the Heard Museum will give her an enormous amount of experience working in the museum in a variety of settings. She will work as a receptionist, in the bookstore, and will be responsible for cataloguing fossils and information regarding birds of prey. Her strong interest in wildlife conservation makes this a perfect setting for her to contribute to that cause. She is excited and appreciative of the opportunity. We found her qualified and worthy of the SUCCESS stipend.

This brings us to a total of 3 students for Spring Semester.

Cindy Harden - Heard Museum
Rose Toney - MHMR
Roger Fries - City of Plano VIP-Planning

Collin County Community College
Cooperative Work Experience

SUCCESS Consortium
February 11, 1991

AGENDA

- Contributions $14,800
- Nine placements:
  - Collin County Child Welfare
  - English as a Second Language, PISD
  - Mental Health Mental Retardation
  - MHMR Adolescent Program
  - VIP Planning Department
  - Alternative School
  - Texas Agricultural Extension Center
  - Heard Museum
  - Rape Crisis Center-McKinney
- Placements to Review Today
  - Outdoor Learning Center
  - United Way-McKinney
- Advisory Board Meeting
  - February 26, 1991, Noon, SCC
- Evaluator
  - Mary Eggemeyer
  - Dallas Youth Service Corporation
  - Community Foundations
- Input on value, benefits and importance of continued projects

SUCCESS Consortium met on Monday, February 11, 1991. Those present: Carrie Brazeal, Mary Jo Dean, Helene Cavanaugh and Anita Wormald.

Two students were presented to the Consortium:

Priscilla Diaz - She is carrying 9 credit hours, co-op would give her 12. She is the past president of the Student Council in her high school and has participated in a variety of extra curricular activities. She interviewed with Sally Evans at the Outdoor Learning Center and will be working with elementary students.

Mark Lowry is an accounting major. He is a graduate of McKinney High School and is anxious for some accounting experience. He will be keeping balances on 6 different checking accounts, balancing monthly statements, and keeping track of the dispersement of funds. He will be reporting to Karen Campbell at the McKinney United Way Services Center.

Contributions to the banquet were discussed - Carrie said she would be glad to participate. Mary Jo had some questions about other sources of funding.

The advisory board meeting was discussed. Carrie has a conflict until 1pm but will come directly from her morning appointment.

We discussed additional ways to advertise to agencies and Mary Jo suggested we put something in her Volunteer newsletter in April, and again in June. The deadline is the 1st of the month.

I asked each of the Consortium members to prepare an evaluation of the SUCCESS program by the first of March.

APPENDIX B:

# ADVISORY BOARD

## SUCCESS MODEL PROGRAM ADVISORY BOARD MEMBERS

Ellen Gaconnier
Bell Northern Research
1150 E. Arapaho
Richardson, TX 75081
(214) 997-7952

Joel Blaylock, Prevention Coordinator
Community Drug Prevention
One Butler Circle
Allen, TX 75002
(214) 727-0115

Tom Oliver, Business Director
Fisher Controls International
Highway 380 East
McKinney, TX 75069
(214) 548-3116

Robin Popik, VIP
City of Plano
1520 Avenue K
Plano, TX 75074
(214) 424-7726

Peggy Fraser
Sunbelt Plastics
P.O. Box 1324
Frisco, TX 75034
(214) 335-4100

Kenneth White, County Agent
Texas Agricultural Extension Service
210 S. McDonald
McKinney, TX 75069
(214) 548-4233

Kathy Hirschler, Director of Education
Charter Hospital
6800 Preston Road
Plano, Tx 75093
(214) 647-6902

Ed Fantz, Partnership Facilitator
EDS Representative to PISD
1517 Avenue H
Plano, TX 75074
(214) 881-8121

Terry Walch
Texas Higher Ed. Coordinating Board
7745 Chevy Chase Drive
Austin, TX 78759
(512) 483-6250

Bob Huff, Manager Facility Operations
ARCO
2300 W. Plano Pkwy.
Plano, TX 75075
(214) 422-3000

**Collin County Community College**

***Central Campus***
*2200 W. University Drive*
*McKinney, Texas 75070*
*(214) 548-6790*

***Spring Creek Campus***
*2800 E. Spring Creek Parkway*
*Plano, Texas 75074*
*(214) 881-5790*

July 24, 1990

Mr. Ed Franz
EDS
5400 Legacy
Plano, Texas 750241

Dear Mr. Franz:

The Cooperative Work Experience Division of Collin County Community College is extremely excited over the recent funding a Carl Perkins Model Program Grant. The approved plan called SUCCESS (Students Utilizing Collin County's Educational and Service Systems) allows us to establish a service-learning program that will unite vocational/technical classroom study and community service. While the service makes the study immediate and relevant, the study relates to and supports the service. Service-learning allows students to channel their idealism and energy into helping solve local problems thereby building respect for themselves and acquiring a stake in their community.

You have been asked to participate in the initial formation of SUCCESS guidelines because of your recognized contributions to our community. We are looking forward to you sharing your expertise with the SUCCESS Consortium and other Advisory Board members.

Our first "brainstorming" meeting will be 12:00 noon, Thursday, August 9, 1990, at the Spring Creek Campus in F108-C. Plan to have lunch with us, we will conclude by 1:30.

Please return the enclosed information sheet to confirm your participation. Your counsel and guidance will be greatly appreciated and will help guarantee a productive meeting. I am sure this opportunity to meet and share ideas will be beneficial to all contributors.

Sincerely yours,

Anita B Wormald

Anita B. Wormald, Coordinator
SUCCESS, Consortium

***College Board:***

Carey Cox
*Chairman*

Tino Trujillo
*Vice Chairman*

Sue Willard Olivier
*Secretary*

James Dickson
*Treasurer*

E.T. Boon

J.R. (Bob) Collins

Gary Z. Harris

Glenn W. Justice

Margaret F. Reynolds

***President:***

John H. Anthony

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COLLIN COUNTY COMMUNITY COLLEGE DISTRICT
COOPERATIVE WORK EXPERIENCE DIVISION
SUCCESS
"Students Utilizing Collin County's Educational and Service Systems"
Anita Wormald, Coordinator

ADVISORY BOARD MEETING
August 9, 1990
AGENDA

**Welcome and Introductions**
- . Barbara A. Eubanks, Director, CWE
- . Paula Roman, Representative, SUCCESS
- . Helene Cavanaugh, Coordinator, CWE Job Development
- . Mary Diekman, Administrative Assistant, CWE

**History of SUCCESS Consortium**
- . Barbara Eubanks, Director, Cooperative Work Experience
- . Mary Jo Dean, Director, Volunteer Center of Plano
- . Carrie Brazeal, County Extension Agent, Home Economics
- . Anita Wormald, Coordinator, SUCCESS

**Student Selection Guidelines**
- . Matching career goals to volunteer project
- . SUCCESS students will be limited to one semester
- . Every co-op student will have the opportunity to apply
- . Discussion

**Project Selection Guidelines**
- . Can it be geared to career work experience?
- . Can the agency use a volunteer for 20 hours a week?
- . Willingness on part of agency to work with student in meeting requirements of coop program
- . Discussion

**Grant, Scholarship, Stipend?**
- . All SUCCESS applicants will receive a stipend of $1600.00
- . All SUCCESS applicants will complete CWE applications and forms
- . All SUCCESS applicants will be interviewed by the consortium
- . Discussion

**Consortium Guidelines**

- . Each student will do 20 hours of volunteer work.
- . Applicants will be interviewed and selection made using career goals and needs of the agency as the primary qualifiers.
- . Student responsibilities
  - . Discussion

**Identification of potential business and industry participants**

- . Please list organizations most likely to give.
- . How should we approach prospective organizations?
- . How much can we reasonably expect them to give?
- . Discussion

**Summary of Recommendations**

**Adjournment**

SUCCESS Minutes Board Meeting
August 9, 1990

The initial Advisory Board meeting was held on campus August 9, 1990.

The entire board was present with the exception of one business representative.

Introductions and an overview of the program were done by Barbara Eubanks. She presented the background information that generated the interest and need to submit the proposal for the grant.

Guidelines for student selection were discussed. The Board approved limiting SUCCESS students to one semester. Students' career goals will be matched to the volunteer agencies that have open positions, SUCCESS will be available to every CWE student.

Agencies must use a student 20 hours a week and work with the student and faculty coordinator to set goals and objectives.

Each SUCCESS student will receive a $1,600.00 stipend.

The student will be required to complete all the CWE forms and must come before the Consortium to be approved before being placed in the agency.

There was a discussion regarding business and industry participants and all members of the board were encouraged to submit names.

**COLLIN COUNTY COMMUNITY COLLEGE DISTRICT**

**Central Campus**
2200 W. University
McKinney, Texas 75070
(214) 548-6790

**Spring Creek Campus**
2800 E. Spring Creek Pkwy.
Plano, Texas 75074
(214) 881-5790

October 26, 1990

Mr. Joel Blaylock
Community Drug Prevention
One Butler Circle
Allen, TX 75002

Dear Joel:

I bet you've been wondering what we have been up to since our meeting two months ago. I'm very pleased to report that SUCCESS is a success. We have raised $ 11,600 which represents 2320 hours of community service. The contributors as of this date are listed in the attached report.

The Consortium has approved 7 students, and they are placed at the following agencies:

Rape Crisis Center
The Alternative School
The Texas Agricultural Extension Center
VIP Program, City of Plano
Mental Health Mental Retardation
Collin County Child Welfare Board
PISD, English as a Second Language

The faculty coordinator has visited these agencies and has reported that the students are motivated, determined and eager to learn. The sponsoring agencies feel lucky to have them as part of their team.

As news of the SUCCESS Program circulates, more and more interest is developing. Attached is a sample of the letter being used as an introduction to prospective contributors. If you have suggestions or additional contacts, I would appreciate hearing from you.

We will not need to meet this fall but I look forward to seeing all of you at our appreciation banquet December 14, 1990. More information will be forth coming.

Sincerely,

Anita B. Wormald

Anita B. Wormald, Coordinator
SUCCESS

**College Board:**
CAREY COX
Chairman
TINO TRUJILLO
Vice Chairman
SUE WILLARD OLIVIER
Secretary
RICHARD SEWELL
Treasurer
J.R. (BOB) COLLINS
JAMES B. DICKSON
GARY Z. HARRIS
MARGARET F. REYNOLDS
**President:**
JOHN H. ANTHONY

An Affirmative Action
Equal Opportunity Institution

**Collin County Community College**

***Central Campus***
*2200 W. University Drive*
*McKinney, Texas 75070*
*(214) 548-6790*

***Spring Creek Campus***
*2800 E. Spring Creek Parkway*
*Plano, Texas 75074*
*(214) 881-5790*

February 8, 1991

Ms. Robin Popik
City of Plano
1520 Ave. K
Plano, TX 75074

Dear Ms. Popik:

SUCCESS has been successful and we would like to share that story with you at an Advisory Board meeting on Tuesday, February 26 at a luncheon meeting.

Your comments are valuable and important to us, as we begin to evaluate and determine the future direction of our program. We are inviting some of the SUCCESS participants to come to the meeting to tell you first hand about their experiences.
As we begin to prepare our final report your insight and comments will be very helpful, and we hope you will make every effort to attend.

We will meet in the Conference Center at the Spring Creek Campus at noon. Please indicate on the enclosed form if you will be able to participate. I look forward to seeing you again.

Sincerely yours,

Anita B. Wormald

Anita B. Wormald
Coordinator SUCCESS

***College Board:***

Carey Cox
*Chairman*

Tino Trujillo
*Vice Chairman*

Sue Willard Olivier
*Secretary*

James Dickson
*Treasurer*

E.T. Boon

J.R. (Bob) Collins

Gary Z. Harris

Glenn W. Justice

Margaret F. Reynolds

***President:***

John H. Anthony

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Collin County Community College
Cooperative Work Experience Division
SUCCESS Model Program

Advisory Board Meeting
February 26, 1991

AGENDA

**WELCOME**

Barbara A. Eubanks, Director
Cooperative Work Experience

**REVIEW AND WRAP UP OF THE FIRST YEAR OF SUCCESS**

Anita Wormald, Coordinator, SUCCESS Model Program
Mary Jo Dean, Volunteer Center
Carrie Brazeal, Texas Agricultural Extension Center

- Process
- Student Placement
- Contributions
- SUCCESS Stories
  - Shirley Jones, MHMR
  - Cindy Harnden, Heard Museum
  - Von Sleigher, Alternative School

**WHERE DO WE GO FROM HERE**

- Suggestions for additional participation to SUCCESS
- Grant funding ceases June 30th
- Foundations, Corporations

SUCCESS Advisory Minutes
February 26, 1991

**Those in attendance**: Paula, Roman, Helene Cavanaugh, Mary Diekman, Barbara Eubanks, Bob Huff-ARCO, Robin Popik-VIP Program, Mary Jo Dean-Volunteer Center, Mary Eggemeyer-Evaluator Consultant, Peggy Fraser-Sunbelt Plastics.

**Students Presenting**: Shirley Jones-MHMR, Von Sleigher-Alternative Learning School, Cindy Harnden-Heard Museum.

The process for placing a student in SUCCESS was discussed.

Four students have completed their placements. They have written Reaction Papers in support of the SUCCESS program at CCCC. One girl wrote "Had it not been for the SUCCESS program, I would not have been able to get this kind of experience. I salute this program as a very important one for students who must earn money to support themselves out yet want to be involved in a work experience that is valuable to them in terms of future career goals. For me this experience was the perfect compliment to my classroom study.

SUCCESS recipients go through a process similar to every other student who inquires about CWE. The student has an appointment with the job developer and job readiness is assessed. A resume is prepared and an evaluation is completed to determine the best match. Paperwork is completed in which the student agrees to complete the components of CWE.

After his/her resume is evaluated, he/she is matched with the agency that best fits his/her voc/tech discipline. An interview is arranged and a consortium meeting is called. The Consortium meeting is attended by the CWE staff and the Texas Agricultural Extension Center and the Volunteer Center. The candidate is interviewed individually and concerns are discussed. There is a brief review following the student's interview and a consensus is reached by all in attendance. Letters of congratulations are sent and the student starts working.

Following some discussion of the process we heard from SUCCESS students. It was a rewarding and inspiring testimony to the value of the program. Some of the comments were "When I found out about this program I said YES! YES!-The more I found out about it the more I discovered everyone WINS. It's a much needed program. I can't tell you the worth of it. It restored my faith because I was at the point where the support wasn't there so I think it restored my faith in humans. Humans do care and they want to do something. Another student added, "It's given me an opportunity that I would not have gotten any where else. The reason I got to do it was because of the stipend program. I'm going to have to pay for my college somehow and if I wasn't able to get a stipend, then I wouldn't be able to go and I would have missed

out on a real learning experience. This is something that I'll remember for a long time. From another student: "I've had considerable hands-on experience that would be almost impossible for me to obtain at this point in my education with the assistance of the much needed stipend, I am able to work while attending college while gaining work experience. She went on to say "the advantages of working in community service far outweigh the ones in a job. I need this stipend, I really do. I've decided that I will continue to work on in this position after this semester is over.

The students' testimonies were heart wrenching and inspiring. It reinforced the value of the program.

Carl Perkins funding expires in June. Barbara Eubanks expressed concern for the continuation and asked each of the board members to write a letter to Dr. Anthony and the foundation asking them to fund this program.

We concluded with some comments and concerns from Mary Eggemeyer, the evaluator of the program, who said we have asked for too little in the way of contributions, and also said that a program cannot measure it's value unless it goes on for 3 years.

The meeting adjourned at 1:20.

If you have any comments of questions, I'd love to hear from you.

# LETTERS OF SUPPORT

Volunteers In Plano
(VIP) City Program
1520 Avenue K
Plano, Texas 75074
(214) 424-7726

November 28, 1989

Barbara Eubanks
Director of Cooperative Work Experience
Collin County Community College
2200 W University
McKinney, Texas 75070

Dear Barbara,

The Volunteers in Plano (VIP) City Program, would appreciate the opportunity to be involved in a grant internship program with Collin County Community College. This will give students an opportunity to become involved in daily operations of city government and exposure to areas not visible to most citizens.

This program will mutually benefit the City and intern. The student will assist in the delivery of quality enhanced City services, which due to budget restraints could not be provided. The student will be placed in an area directly correlating with their studies.

I realize the successful involvement of interns, like volunteers, will require thoughtful planning, motivation and acceptance. The VIP program has steps in place to integrate interns into its organization. As you are aware of with the two interns already in the VIP program, we have been able to utilize the students skills and expertise within their designated departments.

The Emergency Medical Services intern has had the opportunity to obtain an overview of the EMS operations in the Plano Fire Department. He is assisting the EMS Coordinator by filing EMS patient reports and in the management and distribution of medical supplies and equipment.

In speaking with his supervisor, I found he is working on a special project for Chief Peterson, dealing with past and present suicide attempts. The results are very important to the Fire Chief.

BEST COPY AVAILABLE

The second intern is receiving experience in all phases of the police department. He feels this internship will enhance his decision whether to enter the Police Department upon graduation. This gives the Plano Police Department a potential officer and years of future police services.

I look forward to having more Collin County Community College interns in the VIP program, I am certain it will be beneficial to both the City of Plano and the interns future employment. Thank you for including us in this program.

Respectfully,

Robin Popik

Robin Popik
VIP Coordinator

CITY OF ALLEN

November 28, 1989

Barbara Eubanks
Director of Cooperative Work Experience
Collin County Community College District
Spring Creek Campus
2800 E. Spring Creek Parkway
Plano, Tx 75074

Dear Barbara:

The Allen Substance Abuse Prevention Office, as well as other volunteer organizations, such as the Allen Community Outreach and the Allen Public Library, could use volunteers to complete many of the tasks that are left unfinished due to a lack of volunteers in our community.

Our experience with one of the cooperative education interns has proven very successful. We look forward to continued partnership with the college as more of these students become available.

We are supportive of your efforts to secure someone in our data processing department, but we realize that someone of this type was unavailable because they could seek a paying job in the private sector. This position was and is an excellent opportunity for a volunteer, but no one was available to fill it in our community.

Thanks for your cooperative spirit and assistance in trying to fill these positions.

Sincerely yours,

Joel Blaylock

Joel Blaylock, CADAC
Allen Community Drug Abuse
Prevention Coordinator

THE VOLUNTEER CENTER

201 W. Parker Road
Suite 213
Plano, Texas 75023
(214) 422-1050

November 27, 1989

Paula Roman
Collin County Community College
2200 W. University
McKinney, TX 75070

Dear Paula,

On behalf of The Volunteer Center of Plano, I am pleased to confirm our involvement with this internship program.

As a non-profit organization, our mission is to promote and coordinate volunteerism in Collin County. Identifying and assisting non-profit agencies with the delivery system of community services is of priority for our agency. I am truly excited about the potential this program will have for all sectors involved and the impact this program can have on our community.

At the present time, we have over 150 agencies listed with The Volunteer Center of Plano. These 150 organizations all have one thing in common: the need for support services and the lack of resources to provide those services. I believe this internship program will provide much needed assistance to these agencies. In turn, the agencies will provide the opportunity for interns to support their community and assist in providing critical services through their host agency.

I believe that The Volunteer Center will be able to provide this program with a wide variety of host agencies and opportunities for the interns.

I look forward to working with the Collin County Community College on this program.

Sincerely,

Lori L. Dehn

Lori Dehn
Executive Director
Volunteer Center of Plano

Texas Agricultural Extension Service
The Texas A&M University System
210 S. McDonald
McKinney, Texas 75069
(214) 548-4232

November 30, 1989

Barbara A. Eubanks
Director Cooperative Work Experience
Central Campus
2200 W. University Dr.
McKinney, Texas 75069

Dear Mrs. Eubanks:

The Texas Agricultural Extension Service is very supportive of the Students Utilizing Collin County Educational and Service System (SUCCESS) program. The Collin County Extension Service works to meet the needs of people in Collin County. Working with the Community College and the intern program would allow us to serve as a clearing-house to direct interns to assist with needy families within the rural areas.

The extension service is very active in conducting programs to address critical issues in the county. An internship program would enable us to expand our programs to reach larger audiences to help them solve their problems.

The extension service deals with agriculture, home economics, youth and community development. Volunteer interns from Collin County Community College could help conduct programs in these areas and work with individual families to solve their problems.

We are excited about the opportunity to help conduct community service projects throughtout the county. We believe the SUCCESS program will greatly benefit the people in Collin County.

Sincerely,

Kenneth White
County Extension Agent - Ag.

Carrie Brazeal
County Extension Agent - H.E.

Mike Barbour
County Extension Agent - Ag.

Debbie Zimmerer
County Extension Agent - 4-H

Educational programs conducted by the Texas Agricultural Extension Service serve people of all ages regardless of socioeconomic level, race, color, sex, religion, handicap or national origin.

The Texas A&M University System, U.S. Department of Agriculture, and the County Commissioners Courts of Texas Cooperating

APPENDIX D:

# JOB DESCRIPTION

Collin County Community College
Position Description

---

TITLE: Coordinator of Students Utilizing Collin County's Educational and Service Systems (SUCCESS)

DIVISION: Cooperative Work Experience Division

DEPARTMENT: Service-Learning

REPORTS TO: Director of Cooperative Work Experience

EDUCATION: Masters preferred, Bachelor's degree required

EXPERIENCE: Three to five years of experience in community service, fund raising, experiential education or related area.

---

FUNCTION: To coordinate all activities related to the development of a program connecting the area service agencies with Collin County Community College in a service-learning program. Will be responsible for the successful implementation of the program at CCCC, and the coordination of the SUCCESS Consortium.

MAJOR RESPONSIBILITIES:

Monitoring the program, maintain control of purchasing materials, and supervision of the accounting and reporting required by CCCC.

Position requires strong interpersonal skills.

Knowledge of the educational system, and related business experience.

Must be able to initiate and refine the relationship between the area businesses, the participating service agencies and CCCC.

Perform other duties as assigned.

---

APPENDIX E:

# FORMS

**Student Application for Cooperative Work Experience**
**COLLIN COUNTY COMMUNITY COLLEGE DISTRICT**
**2200 West University McKinney, Texas 75070**
**(214) 548-6735 Metro 881-5735**

---

**INSTRUCTIONS:**
Please print and return to the Cooperative Work Experience Office.

**PERSONAL DATA**
Name_____
Last First Middle
Mailing Address_____
No.Street City Zipcode
Telephone_____ SS#_____

**CLASSIFICATION (CHECK ONE)**
Freshman___ Sophomore___ GPA____ Course Number_____
College Major_____Anticipated Graduation Date_____
Career Goal_____Educational Goal: Trans__ Certificate__ Diploma__
AA__ AAS__

**EDUCATION**
Name of High School_____
College or University Major Attended (Mo./Yr.) Degree Received

_____
_____
_____

**EMPLOYMENT INFORMATION**
Are you currently employed? yes____no____

If you plan to use your current employer for your CWE partnership, complete the following:
Employer_____
Address_____
Work phone_____Avg. hours worked per wk._____
Name of supervisor_____
Job title_____Date of employment_____

If you want the CWE staff to help you find a job to enhance your classroom learning complete the following:
Briefly describe your work skills:_____
_____

List geographical area(s) where you prefer to work:
_____

Attached is a copy of your schedule? yes____ no____ Resume? yes____ no____

For the duration of my active participation in Cooperative Education, I hereby authorize the Director of Cooperative Work Experience to release the contents of my file to any bonafide prospective employer.

Date_____Signature_____

C011290 Original to CWE - Yellow to CWE Coordinator - Pink to Student

Collin County Community College District does not discriminate based on sex, race, color, national origin, handicap, age or veteran status.

**COLLIN COUNTY COMMUNITY COLLEGE DISTRICT**
2200 West University McKinney, Texas 75070
(214) 548-6735 Metro 881-5735

**STUDENT AGREEMENT**
**RESPONSIBILITIES OF THE COOPERATIVE WORK EXPERIENCE STUDENT**

**STUDENT'S NAME**_____
Last First Mid. In.

The main objectives of the Cooperative Work Experience Program are to help you to (1) learn on your job, (2) improve your job performance, and (3) accept new responsibilities and handle them successfully. To receive credit for your participation, you must agree to and meet the following commitments to your employer and to the Cooperative Work Experience Program.

1. The students participating in this learning experience are required to meet for a total of sixteen hours of lecture discussion. These sixteen hours are mandatory for successful completion of the course.
2. The student, faculty coordinator, and cooperating firm will enter into a Cooperative Work Experience Training Plan.
3. With the assistance of the supervisor and CWE coordinator, the student has the responsibility of preparing 5 specific goals to be accomplished during the semester.
4. The student will work a minimum 20 hours a week with the cooperative firm. Longer hours are permitted when agreed to by the firm and the student.
5. The student will prepare a "Reaction Paper" that will relate to problems directly relevant to his/her work experience as partial requirement for a grade. This paper will be three to five, double-spaced typed pages, and should serve as an opportunity for the student to do a self-evaluation.
6. The student must be concurrently enrolled in another credit course and have a minimum grade point average of 2.5.
7. Compensation or commission paid to the student by the cooperative firm will be agreed upon prior to the initiation of the work experience. It is the students responsibility to negotiate compensation terms.
8. The student will abide by a business code of ethics and will never reveal any confidential information about their cooperative firm.
9. Submit records of hours worked to the Cooperative Work Experience office within the required time limit each semester.
10. The student will support the cooperative firm in generating a complete evaluation form and follow-up to insure it has been submitted to the CWE coordinator.
11. Notify the coordinator or the CWE office immediately of ANY change in a work assignment, hours, location, phone, supervisor, or home address or phone.
12. A student will NOT be able to drop the Cooperative Work Experience Course without the approval of the Director of CWE.

I have read all foregoing statements, and I accept and agree to fulfill these obligations to earn credit for participating in the Cooperative Work Experience Program. I understand that my work will be evaluated by my employer and my coordinator before I am allowed credit for any semester's participation. I further understand that I may be denied credit for any one of the following reasons: Unsatisfactory achievement of learning objectives on the job, discharge for cause, or failure to fulfill any other obligation listed above.

_____ _____ _____
Student Signature Today's Date Social Security No.

C011190 Original to CWE office - Yellow to Coordinator - Pink to Employer - Gold to Student

**The Cooperative Work Experience Program Does Not Guarantee Job Placement**

Collin County Community College District does not discriminate based on sex, race, color, national origin, handicap, age or veteran status.



BEST COPY AVAILABLE

COLLIN COUNTY COMMUNITY COLLEGE DISTRICT
COOPERATIVE WORK EXPERIENCE PROGRAM
2200 W. University
McKinney, Texas 75070
548-6735 or Metro 881-5735

"A PARTNERSHIP THAT WORKS"

STUDENT NAME:_____SS#_____

COURSE:_____SEMESTER:_____SECTION:_____YEAR:_____

DECLARED MAJOR:_____STARTING DATE:_____

EMPLOYER COMPANY NAME:_____

EMPLOYER STREET ADDRESS:_____

EMPLOYER CITY AND ZIPCODE:_____

SUPERVISOR NAME:_____

SUPERVISOR TELEPHONE:_____COMPANY TELEPHONE:_____

**TRAINING AGREEMENT:**

Three participants in this cooperative education partnership-- STUDENT, SUPERVISOR, AND CWE COORDINATOR--will cooperate to determine the job-related goals toward which the student will work. Each semester a student enrolls in Cooperative Education, it is necessary that new job-related learning objectives be identified. The supervisor is asked to assist with the evaluation of the student's performance within the guidelines established by the employer relating to such activites, and the student provides self-evaluation.

Achievement of the established objectives will be considered as a major portion of the grade earned for THE COOPERATIVE EDUCATION WORK EXPERIENCE. This experience includes satisfying a pre-determined work schedule between the cooperative firm and the cooperative education student regardless of college holidays or weather cancellations.

The instructor/coordinator makes a minimum of two visits to the job site and determines the student's final grade.
The student agrees to abide by the guidelines for the Cooperative Education Program.

Furthermore, it is understood that this contract does not necessitate permanent or full-time employment upon completion of the program.

_____ _____
Student Signature Employer/Supervisor - Date

_____ _____
Instructor/Coordinator Director of Cooperative Education

**This document is not a legal contract and may be terminated at the discretion of the employer and/or instructor/coordinator.

** Original to Co-op Office Yellow to Coordinator Pink to Student Gold to Employer

COLLIN C... DISTRICT
DOES NOT D... ..., RACE,
COLOR, NATIONAL ... OR AGE.

Collin County Community College
Cooperative Work Experience Division
2200 W. University
McKinney, TX 75070
548-6735 or Metro 881-5735

LEARNING CONTRACT

I,_____, in my employment with

_____from _____ to _____,
will seek to achieve the following educational objectives within the conditions of my employment and my participation in the Cooperative Work Experience Program. I understand that my performance in the achievement of these objectives will be evaluated and that it will form a part of my grade.

GOALS:
List five of the most important goals that should be achieved through this Cooperative Work Experience:

1._____

2._____

3._____

4._____

5._____

I have reviewed the above contract and I am satisfied with the terms set forth. I understand that this experience includes satisfying a pre-determined work schedule between the Cooperating Firm and Cooperative Work Experience Student regardless of College holidays or weather cancellations.

_____
Evaluating Supervisor

_____ _____
Student Signature Instructor/Coordinator

AFTER LEARNING CONTRACT HAS BEEN APPROVED AND SIGNED BY STUDENT'S EMPLOYER/SUPERVISOR, STUDENT SHOULD SIGN AND RETURN TO THE ABOVE.

Collin County Community College does not discriminate based on sex, race, color, national origin, handicap, age or veteran status.

## STATEMENT OF OBJECTIVES

Goal #_____

Part 1 - What are you going to accomplish?

Part 2 - How are you going to accomplish it?

Part 3 - How will you measure the achievement of your objectives?

Goal #_____

Part 1 - What are you going to accomplish?

Part 2 - How are you going to accomplish it?

Part 3 - How will you measure the achievement of your objectives?

"SUCCESS", CONSORTIUM
"STUDENTS UTILIZING COLLIN COUNTY'S EDUCATIONAL AND SERVICE SYSTEMS"

COLLIN COUNTY COMMUNITY COLLEGE DISTRICT
THE VOLUNTEER CENTER
TEXAS AGRICULTURAL EXTENSION SERVICE

MISSION STATEMENT: The SUCCESS, Consortium will develop and implement a unique linking system that will support a model service-learning program and provide vocational technical students at Collin County Community College with an opportunity to become involved in volunteer community service. These students will receive career-based experience, exposure to community Service, and financial support through the private sector.

Participation Agreement

Name of Firm:_____

Address:_____City:_____State:_____Zip:_____

Phone:_____Contact Person:_____

SPONSORSHIP LEVELS

Each level of participation will provide corresponding levels of Student Community Service involvement.

| | Contribution | Hours |
|---|---|---|
| _____ | $1600 | 320 |
| _____ | $1200 | 240 |
| _____ | $ 800 | 160 |
| _____ | $ 400 | 80 |
| _____ | $ 200 | 40 |

The "SUCCESS", Consortium will be used to support community service projects directed through the Cooperative Work Experience Program (CWE) at Collin County Community College utilizing placement opportunities through the Volunteer Center and Texas Agricultural Extention Service

GENERAL INSTRUCTIONS

Make checks payable to "SUCCESS", Consortium, CCCCD. Send agreement and payment to:

"SUCCESS", Consortium - Anita Wormald
C/O CWE Division
2200 West University
McKinney, Texas 75070

Signature_____Date_____

**Collin County Community College**

***Central Campus***
*2200 W. University Drive*
*McKinney, Texas 75070*
*(214) 548-6790*

***Spring Creek Campus***
*2800 E. Spring Creek Parkway*
*Plano, Texas 75074*
*(214) 881-5790*

February 21, 1991

Mr. Steve Blair
Blair Graphics
900 Avenue K
Plano, TX 75074

Dear Mr. Blair:

Your company has been recognized as a leader in establishing partnerships to develop a skilled and educated workforce. Because of this community leadership role, the SUCCESS (Students Utilizing Collin County's Educational and Service Systems) Consortium members invite you to experience the satisfaction of participating in a new partnership that will involve students in community service activities as a basis for learning about their chosen career, their community, and their capability as agents for change.

In collaboration with the Volunteer Center and the Texas Agricultural Extension Service, Collin County Community College is developing a unique linking system that will bond students more securely and usefully to their communities and activate their civic knowledge in tangible ways. Students will be placed in volunteer positions providing them work experience related to their career goals. When communities respond to students with appreciation for their ideas and with resources for their development, students feel cared for and learn to care about others.

SUCCESS will provide you with an opportunity to support this valuable learning experience that unites academic study and community service. I will be contacting you within the week to discuss how Blair Graphics can become involved in the SUCCESS of tomorrow's workforce.

Sincerely,

Anita B. Wormald

Anita B. Wormald
Coordinator, SUCCESS

***College Board:***
Carey Cox
*Chairman*
Tino Trujillo
*Vice Chairman*
Sue Willard Olivier
*Secretary*
James Dickson
*Treasurer*
E.T. Boon
J.R. (Bob) Collins
Gary Z. Harris
Glenn W. Justice
Margaret F. Reynolds
***President:***
John H. Anthony

*CCCC does not discriminate on the basis of race, color, religion, sex, national origin, age, handicap, or veteran status*

APPENDIX F:

# MARKETING MATERIALS

SUCCESS

## *For Additional Information*

Contact a member of the consortium or the coordinator of SUCCESS at:


***Collin County Community College***
*Cooperative Work Experience*

*Central Campus*
*2200 W. University Dr.*
*McKinney, Texas 75070*
*548-6735*

*Spring Creek Campus*
*2800 E. Spring Creek Pkwy.*
*Plano, Texas 75074*
*881-5735*



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***Collin County Community College***
*Cooperative Work Experience*
*2200 W. University Drive*
*McKinney, Texas 75070*

**S**tudents
**U**tilizing
**C**ollin
**C**ounty's
**E**ducational and
**S**ervice
**S**ystems

SUCCESS

***Consortium***

88

## *What Is SUCCESS?*

A model cooperative education-based program that combines community service and education to foster students' awareness of their community and themselves.

SUCCESS

## *What Is the SUCCESS Consortium?*

The SUCCESS consortium is a partnership between the Collin County Volunteer Center, the Texas Agricultural Extension Center, and Collin County Community College.

The consortium members believe that volunteer service is an important activity that helps develop the whole person and enhances the quality of life.

SUCCESS

*This project was developed and supported by funds from the Carl Perkins Act through the Texas Higher Education Coordinating Board*



## *How Does SUCCESS Work?*

This unique partnership works through the private sector to secure funds to sponsor students participating in non-paid community service projects.

Service-learning, the union of vocational study and community service, allows students to channel their idealism and energy to help solve community problems. A student's skills, specific interests, and career goals are matched with an appropriate volunteer project. The student receives course credit for the cooperative work experience and a stipend.

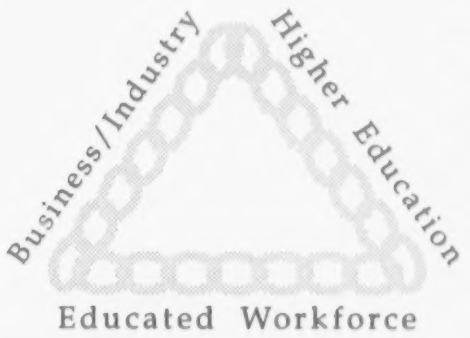
SUCCESS

## *Who Can Participate?*

- *Students* who have the desire and motivation to become involved in a cooperative work experience program that links community service and learning.
- *Local businesses* who wish to support this opportunity for students to be involved in the SUCCESS program. Funds contributed to the program are used to assist students who otherwise could not work in a non-paying job.
- *Volunteer agencies* that need motivated volunteers. They provide the site locations that will strengthen the cooperative education experience through the exposure of students to real life community problems.

SUCCESS

*The SUCCESS project provides an opportunity for local businesses, volunteer centers, and the college to work in concert to build a stronger community recognizing that the students of today are the workforce of tomorrow.*



# BUSINESS CALL REGISTER

Date Visited_____ CWE Representative_____

Company Name_____

Address_____

Phone_____

Contact(s)_____

Name Title

_____

Name Title

_____

Name Title

Type of Business_____

Description of Product/Service_____

# Employees_____ Year Founded_____

CWE Interest_____

_____

_____

_____

_____

Meeting Results_____

_____

_____

Follow-up Needed (if any)_____

_____

Comments_____

_____

_____

## Pocket Resume Available for All Students!

The Cooperative Work Experience Department has developed a **POCKET RESUME**. The Pocket Resume is a credit card size, accordion-like form which can be kept in your wallet or pocket during an interview. It is carefully designed so that you can pre-plan and record your responses to typical employment applications and interview questions. By bringing this with you on an interview, you can quickly and easily go through the application process and avoid extra paper, mistakes on the application, faulty memory under pressure, and wasted time. This convenient tool is available to all CCCCD students by calling the Cooperative Work Experience Office at 881-5735 (metro) or 548-6735 (McKinney).

**We now maintain a Cooperative Work Experience Office at each campus for the convenience of students, employers, and faculty.**

| Spring Creek Campus--Plano | Central Campus--McKinney |
|---|---|
| Room B-230 | Room B-252 |
| 881-5734 (metro) | 548-6735 |

**SUCCESS**, *"Students Utilizing Collin County's Educational and Service Systems," has placed 9 students in the community doing volunteer work at the following agencies:*

*Collin County Child Welfare*
*Heard Museum*
*MHMR-McKinney Outpatient Clinic*
*The Alternative School*
*Volunteers in Plano, CAD Department*
*English as a Second Language, PISD*
*MHMR-Collin Center/Psychosocial Program*
*Rape Crisis Center*
*Texas Agricultural Extension Center*

*Funds have been contributed to the consortium by area businesses to support 3,000 hours of community service at these various local non-profit organizations. We are pleased to have so many participants from the private sector.*

*Special recognition goes to those companies who have contributed to the SUCCESS Consortium. Contributors as of January 15, 1991:*

*Bell Northern Research*
*Citicorp*
*Dupont Specialty Media, Inc*
*Eljer Industries*
*First Western Bank*
*GNB, Incorporated*
*Harvey Hotel*
*Holland Hitch*
*Middlekauf Ford*
*Safeco*
*Team Bank, Plano*
*T.U. Electric*
*Charter Hospital*
*Convex*
*Electronic Data Systems*
*First Bank of McKinney*
*Fisher Controls International*
*GTE Southwest*
*Hibernia National Bank*
*Home Interiors and Gift, Frisco*
*Montgomery Elevator*
*Tandem Telecommunications Systems Corp.*
*Texas Instruments*

*All of the agencies are reporting that our students are dedicated, show initiative in wanting to learn new ways to be of service, and are motivated to find and gain experience. One sponsoring agency said, "Our student volunteer has served as a powerful role model..., his visiabiltity serves as a consistent reminder to our students, that they too, may also be a college student one day."*

*One of our SUCCESS students summarizes her experience this way..."Had it not been for the SUCCESS program, I would not have been able to do this kind of internship. I salute this program as a very important one for students who must earn money to support themselves but yet want to be involved in a work experience that is valuable to them in terms of future career goals. For me this experience was the perfect compliment to my classroom study."*

*The Collin County Community College appreciates the strong commitment all these companies have made to the SUCCESS of our students.*

Courier-Gazette/Pat Springfield

## Jail and bail

Anita Wormald, SUCCESS coordinator at Collin County Community College, prepares to serve time in the slammer by getting fingerprinted by bailiff Bob Huff as volunteer Judge Tom O'Connell sentences her to do time for the March of Dimes. Area residents volunteered their time and efforts to raise money for the annual Jail and Bail being held at Collin Creek Mall through Thursday.

# CCCC co-op program unites study, service

SUCCESS, a new cooperative work experience program at Collin County Community College, is already living up to its name, according to Anita Wormald, coordinator of the program.

SUCCESS is Students Utilizing Collin County's Educational and Service Systems, a program designed to unite technical classroom study with community service. Students completing the program receive a stipend allowing them to become involved in community service projects.

Financial contributions to the project are being accepted from businesses and industries in Collin County. A contribution of $1,600 to the SUCCESS program will result in 320 hours of community service. The administrative funding for the program is being paid with federal money through the Carl Perkins Vocational Education Act.

Even though the program is brand new, a $1,600 contribution has already been received from Fisher Controls International, Inc., in McKinney. Others making donations include First Western Bank in Plano, TEAM Bank of Plano, Bell Northern Research of Richardson, TU Electric of Plano, Texas Instruments, the Harvey Hotel in Plano, and GNB, Inc. in Frisco.

Students will become involved in community service activities through a consortium between the college, the Volunteer Center, and Texas Agricultural Extension Service. The program develops a unique linking system which bonds students to their communities and increases their civic knowledge. It promotes increased competence, self-confidence, and self-esteem among students of diverse backgrounds and cultures.

For more information on the SUCCESS program, contact Wormald at 881-5735.

McKinney Courier-Gazette-Sunday, September 23, 1990

**Fisher makes donation**

Courier-Gazette/Pat Springfield

Cynthia Juchems, left, manager of human resources for Fisher Controls International, Inc. of McKinney, presents a check for $1,600 for Collin County Community College's SUCCESS program to its coordinator Anita Wormald. The donation is the largest yet received for the program.

# CCCC initiates work experience program

Collin County Community College recently initiated a new cooperative work experience program which officials say is already living up to its acronym, SUCCESS.

Students Utilizing Collin County's Educational and Service Systems, or SUCCESS, is a program designed to unite technical classroom study with community service, said Anita Wormald, coordinator of the program. Students who complete the program will receive a stipend allowing them to become involved in community service projects, she said.

The program allows students to become involved in community service activities through a consortium between the college, the volunteer center and Texas Agricultural Extension Service. Wormald said the program would increase students civic knowledge and promote increased competence, self-confidence and self-esteem.

The idea for the program came from research by Barbara Eubanks, director of the CCCC Cooperative Work Experience programs. Her work revealed that there was a decline in young, single adult volunteers, she said.

The program has already begun receiving financial contributions from the local business community, including $1,600 from Fisher Controls International, Inc. in McKinney. Others making early donations include First Western Bank in Plano, TEAMBank of Plano, Bell Northern Research of Richardson, TU Electric of Plano, Texas Instruments, the Harvey Hotel in Plano and GNB, Inc. in Frisco.

Wormald said a contribution of $1,600 will result in 320 hours of community service. The administrative funding for the program is being paid with federal money through the Carl Perkins Vocational Education Act, she added.

For more information, call Anita Wormald at 881-5735.



BEST COPY AVAILABLE

# CCCC program aids students, community

SUCCESS, a new cooperative work experience program at Collin County Community College, is already living up to its name, according to Anita Wormald, coordinator of the program.

SUCCESS is Students Utilizing Collin County's Educational and Service Systems, a program designed to unite technical classroom study with community service. Students completing the program receive a stipend allowing them to become involved in community service projects.

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The idea for the SUCCESS program came from research done by Barbara Eubanks, director of the CCCC Cooperative Work Experience program. Her research

Special photo

**Richard Cohen, left, president of First Western Bank in Plano presents the first business donation for Collin County Community College's SUCCESS program to Anita Wormald, coordinator of the program. SUCCESS, Students Utilizing Collin County's Educational and Service Systems, is a new cooperative work experience program at the college.**

volunteering declined most dramatically among young, single aduts and that although young people appreciate democratic freedoms, most fail to exercise their civic duties and responsibilities.

For more information on the SUCCESS program, contact Wormald at 881-5735.

a.m. to 4 p.m. Saturdays, Oct. 6 and 13, in room F108 of the Spring Creek Campus of CCCC, located at 2800 E. Spring Creek Parkway in Plano. The fee is $30.

# *Certificate of Appreciation*

Students Utilizing Collin County's Educational and Service Systems
THIS CERTIFICATE IS HEREBY AWARDED TO

for support of hours of community service
performed by Collin County Community College students

GIVEN THIS _____ DAY OF _____ 19 ___

SUCCESS Consortium

| Volunteer Center of Plano | Texas Agricultural Extension Service | Collin County Community College |
|---|---|---|

**Collin County Community College**

***Central Campus***
*2200 W. University Drive*
*McKinney, Texas 75070*
*(214) 548-6790*

***Spring Creek Campus***
*2800 E. Spring Creek Parkway*
*Plano, Texas 75074*
*(214) 881-5790*

September 1, 1990

Mr. Tom Oliver
Business Director
Fisher Controls International
P.O. Box 900
McKinney, Tx 75069

Dear Mr. Oliver:

Thank you for your recent contribution to the SUCCESS Consortium. Your investment will enable students to do community service learning and gain experience in their career field.

We currently have students placed at The McKinney Rape Crisis Center, The Alternative School, The Texas Agricultural Extension Center, Volunteers in Plano Program at the City of Plano, Mental Health Mental Retardation, PISD English as a Second Language Program, Collin County Child Welfare Board, the Heard Museum, and the Collin County United Way Service Center.

The faculty coordinator has visited these agencies and has reported that our students are dedicated, motivated and eager to learn. The sponsoring agencies feel lucky to have them as part of their team.

Your contribution has made it possible for another student to understand and experience the value of community service.

Sincerely,

Anita Wormald

Anita Wormald, Coordinator
SUCCESS

AW/cm

***College Board:***

Carey Cox
*Chairman*

Tino Trujillo
*Vice Chairman*

Sue Willard Olivier
*Secretary*

James Dickson
*Treasurer*

E.T. Boon

J.R. (Bob) Collins

Gary Z. Harris

Glenn W. Justice

Margaret F. Reynolds

***President:***

John H. Anthony

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*CCCC does not discriminate on the basis of race, color, religion, sex, national origin, age, handicap, or veteran status.*

# SUCCESS

*Your Key to the Future*

**S**tudents
**U**tilizing
**C**ollin
**C**ounty's
**E**ducational and
**S**ervice
**S**ystems
**S**

Consortium

***SUCCESS is a cooperative work experience program linking community service with career goals.***

*You receive:*

- *community networking experience*
- *personal fulfillment*
- *the opportunity to explore career options*
- *experiential learning*
- *college credit*

*Be a part of it!*

**Contact the Cooperative Work Experience office for more information:**

**Central Campus — 548-6735**

**Spring Creek Campus — 881-5735**

*Collin County Community College*

*Central Campus*
*2200 W. University Dr.*
*McKinney, Texas 75070*

*Spring Creek Campus*
*2800 E. Spring Creek Pkwy.*
*Plano, Texas 75074*

**Collin County Community College**

***Central Campus***
*2200 W. University Drive*
*McKinney, Texas 75070*
*(214) 548-6790*

***Spring Creek Campus***
*2800 E. Spring Creek Parkway*
*Plano, Texas 75074*
*(214) 881-5790*

April 26, 1991

Ms. Melody Kamp
Collin Creek Mall
811 North Central Expressway
Plano, Texas 75075

Dear Ms. Kamp:

The Students Utilizing Collin County's Educational Service Systems, "SUCCESS" program at Collin County Community College has surpassed expectations this year, because of business entities such as Collin Creek Mall, who will express their commitment in the form of a financial contribution. To date, "SUCCESS" has placed twelve students in community service projects.

I am writing this to you at this time to thank you for your interest in this community program. In order for CCCC's students to realize its full benefits, we must have all monies received by May 31, 1991 to comply with the Carl Perkins grant guidelines.

We also realize the private sector (our business associates) have fiscal years for funds disbursement and would hope your desire to participate can be fulfilled with a contribution by the grant's deadline. I have enclosed a participation agreement and return envelope to facilitate your reply.

Please call me if you have any questions at 881-5735.

Sincerely,

Anita B Wormald

Anita B. Wormald, Coordinator
SUCCESS

***College Board:***

Carey Cox
*Chairman*

Tino Trujillo
*Vice Chairman*

Sue Willard Olivier
*Secretary*

James Dickson
*Treasurer*

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J.R. (Bob) Collins

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***President:***

John H. Anthony

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**Collin County Community College**

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*2200 W. University Drive*
*McKinney, Texas 75070*
*(214) 548-6790*

***Spring Creek Campus***
*2800 E. Spring Creek Parkway*
*Plano, Texas 75074*
*(214) 881-5790*

May 17, 1991

Ms. Ellen Gaconnier
Bell Northern Telecom
1130 E. Arapaho Road
Richardson, TX 75081

Dear Ellen:

SUCCESS has been a success! I am pleased to inform you, a contributor to this unique service-learning program, that in every volunteer placement the student has experienced the value of giving. The impact of their service has changed not only the way they think about themselves and their careers, but the people they have served.

A young man working at the Alternative School said, "I'm really thankful. It's given me an opportunity to be who I am. I love working with the people and it's given me an opportunity that I would not have gotten anywhere else. I'm going to have to pay for my college somehow and if I wasn't able to get a stipend then I wouldn't be able to go and I would have missed out on a real learning experience. Something that I'll remember for a long time."

Another student states, "I've had considerable hands on experience that would be almost impossible for me to attain at this point in my education. That with the assistance of the much needed stipend, I am able to work while attending college while gaining work experience. I am considered part of the staff now. The advantages to working in a community service position far outweigh the one in a job. I've decided that I will continue to work in the position after this semester is over."

Thank you for investing in SUCCESS. Your company has contributed to the fulfillment of a project committed to community service-learning. Every effort is being made to maintain this valuable program. Your continued support would be appreciated by the students and the volunteer organizations they are serving.

Sincerely,

Anita B. Wormald

Anita B. Wormald, Coordinator
SUCCESS Model Program

dv

***College Board:***

Carey Cox
*Chairman*

Tino Trujillo
*Vice Chairman*

Sue Willard Olivier
*Secretary*

James Dickson
*Treasurer*

E.T. Boon

J.R. (Bob) Collins

Gary Z. Harris

Glenn W. Justice

Margaret F. Reynolds

***President:***

John H. Anthony

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APPENDIX G:

# LIFE / WORK SKILLS CURRICULA

COOPERATIVE WORK EXPERIENCE DIVISION
SEMINAR SCHEDULE
SPRING 1991

| Day | Date | Seminar Topic | Time | Campus | Room |
|---|---|---|---|---|---|
| | | IT IS MANDATORY FOR ALL UNEMPLOYED STUDENTS TO ATTEND ONE SESSION OF HOW TO MARKET YOURSELF | | | |
| Wed | 1-23 | How to Market Yourself | 12:15-2:15 pm | Spring Creek | G226 |
| Thur | 1-24 | How to Market Yourself | 12:15-2:15 pm | Central | A224 |
| Fri | 1-25 | How to Market Yourself | 8:00-10:00 am | Spring Creek | J132 |
| Fri | 1-25 | Employed students ONLY Team Building | 6:00-8:00 pm | Spring Creek | H227 |
| | | IT IS MANDATORY FOR ALL ENROLLED STUDENTS TO ATTEND ONE GOALS SESSION | | | |
| Wed | 1-30 | Goals | 12:15-2:15 pm | Spring Creek | G226 |
| Thur | 1-31 | Goals | 12:15-2:15 pm | Central | A224 |
| Fri | 2-1 | Goals | 8:00-10:00 am | Spring Creek | J132 |
| Fri | 2-1 | Goals | 6:00-8:00 pm | Central | A224 |
| Wed | 2-6 | Attitude | 12:15-2:15 pm | Spring Creek | G226 |
| Thur | 2-7 | Attitude | 12:15-2:15 pm | Central | A224 |
| Fri | 2-8 | Attitude | 8:00-10:00 am | Spring Creek | J132 |
| Fri | 2-8 | Attitude | 6:00-8:00 pm | Spring Creek | H227 |
| Wed | 2-13 | Memory Techniques | 12:15-2:15 pm | Spring Creek | G226 |
| Thur | 2-14 | Memory Techniques | 12:15-2:15 pm | Central | A224 |
| Fri | 2-15 | Memory Techniques | 8:00-10:00 am | Spring Creek | J132 |
| Fri | 2-15 | Memory Techniques | 6:00-8:00 pm | Central | A224 |
| Wed | 2-20 | First Impressions | 12:15-2:15 pm | Spring Creek | G226 |
| Thur | 2-21 | First Impressions | 12:15-2:15 pm | Central | A224 |
| Fri | 2-22 | First Impressions | 8:00-10:00 am | Spring Creek | J132 |
| Fri | 2-22 | First Impressions | 6:00-8:00 pm | Spring Creek | H227 |

| | | | | | |
|---|---|---|---|---|---|
| Wed | 2-27 | Problem Solving | 12:15-2:15 pm | Spring Creek | G226 |
| Thur | 2-28 | Problem Solving | 12:15-2:15 pm | Central | A224 |
| Fri | 3-1 | Problem Solving | 8:00-10:00 am | Spring Creek | J132 |
| Fri | 3-1 | Problem Solving | 6:00-8:00 pm | Central | A224 |
| Wed | 3-6 | Dressing for Success | 12:15-2:15 pm | Spring Creek | G226 |
| Thur | 3-7 | Dressing for Success | 12:15-2:15 pm | Central | A224 |
| Fri | 3-8 | Financial Planning | 8:00-10:00 am | Spring Creek | J132 |
| Fri | 3-8 | Financial Planning | 6:00-8:00 pm | Spring Creek | H227 |
| Wed | 3-13 | Stress Management | 12:15-2:15 pm | Spring Creek | G226 |
| Thur | 3-14 | Stress Management | 12:15-2:15 pm | Central | A224 |
| Fri | 3-15 | Stress Management | 8:00-10:00 am | Spring Creek | J132 |
| Fri | 3-15 | Stress Management | 6:00-8:00 pm | Central | A224 |
| | 3-22 | NO SEMINARS (Spring Break) | | | |
| Wed | 3-27 | Guest Speaker<br>Beverly Tremain--RelaxAbility | 12:15-2:15 pm | Spring Creek | A217 |
| Thur | 3-28 | Guest Speaker<br>Beverly Tremain--RelaxAbility | 12:15-2:15 pm | Central | A224 |
| Fri | 3-29 | NO SEMINARS (Good Friday) | | | |
| Wed | 4-3 | Communication Skills | 12:15-2:15 pm | Spring Creek | G226 |
| Thur | 4-4 | Communication Skills | 12:15-2:15 pm | Central | A224 |
| Fri | 4-5 | Communication Skills | 8:00-10:00 am | Spring Creek | J132 |
| Fri | 4-5 | Communication Skills | 6:00-8:00 pm | Central | A224 |
| Wed | 4-10 | Time Management | 12:15-2:15 pm | Spring Creek | G226 |
| Thur | 4-11 | Time Management | 12:15-2:15 pm | Central | A224 |
| Fri | 4-12 | Time Management | 8:00-10:00 am | Spring Creek | J132 |
| Fri | 4-12 | Time Management | 6:00-8:00 pm | Spring Creek | H227 |

| | | | | | |
|---|---|---|---|---|---|
| Wed | 4-17 | Self-Discovery | 12:15-2:15 pm | Spring Creek | G226 |
| Thur | 4-18 | Self-Discovery | 12:15-2:15 pm | Central | A224 |
| Fri | 4-19 | Self-Discovery | 8:00-10:00 am | Spring Creek | J132 |
| Fri | 4-19 | Self-Discovery | 6:00-8:00 pm | Central | A224 |
| Wed | 4-24 | Public Speaking | 12:15-2:15 pm | Spring Creek | G226 |
| Thur | 4-25 | Public Speaking | 12:15-2:15 pm | Central | A224 |
| Fri | 4-26 | Public Speaking | 8:00-10:00 am | Spring Creek | J132 |
| Fri | 4-26 | Public Speaking | 6:00-8:00 pm | Spring Creek | H227 |
| Wed | 5-1 | Community Service | 12:15-2:15 pm | Spring Creek | G226 |
| Thur | 5-2 | Community Service | 12:15-2:15 pm | Central | A224 |
| Thur | 5-2 | EMPLOYER APPRECIATION BANQUET | 6:30 pm | Spring Creek | F108 |
| Fri | 5-3 | Community Service | 8:00-10:00 am | Spring Creek | J132 |
| Fri | 5-3 | Community Service | 6:00-8:00 pm | Central | A224 |
| Fri | 5-10 | Experiential Learning Review | 8:00-10:00 am | Spring Creek | J132 |
| Fri | 5-10 | Experiential Learning Review | 6:00-8:00 pm | Spring Creek | H227 |

APPENDIX H:

# OPERATIONAL FORMAT

TEXAS HIGHER EDUCATION COORDINATING BOARD
GRANT APPLICATION
PROGRAM YEAR 1990 - 1991

PART F: OPERATIONAL FORMAT



| GOALS | OBJECTIVES | PERFORMANCE MEASURES | TIMELINES |
|---|---|---|---|
| I. PLANNING | | | |
| A. Hire SUCCESS Coordinator | A.1. Advertise for the position of SUCCESS Coordinator (job description, appendix) | A.1.a. Appointments will be scheduled with qualified applicants | |
| | A.2. Interview qualified applicants | A.2.a. Select top three applicants | |
| | A.3. Hire SUCCESS Coordinator | A.3.a. Employment to begin immediately | Jul. 1990 |
| B. Establish an Advisory Board | B.1. A nine member Advisory Board will be formed to represent the service agencies, students, faculty, business and industry, and CCCCD. | B.1.a. The following have agreed to serve on the Board:<br>Karen Wrigley, Program Director, Plano Senior Center<br>Ellen Gaconnier, Bell Northern Research, Inc.<br>Robin Popik, Volunteers in Plano<br>Kenneth White, County Extension Agent<br>Joel Blaylock, Allen Community Drug Abuse Prevention Coordinator<br>Bob Day, Texas Higher Education Coordinating Board | |
| | B.2. Hold first Advisory Board meeting | B.2.a. The Advisory Board will meet and review initial plans | Jul. 1990 |
| | | B.2.b. Criteria will be set for project selection | Jul. 1990 |
| | | B.2.c. Criteria will be set for student selection | |
| | | B.2.d. Criteria will be set for grant and scholarship requests | |
| | | B.2.e. All forms will be developed | |
| | | B.2.f. Consortium guidelines will be developed | |

TEXAS HIGHER EDUCATION COORDINATING BOARD
GRANT APPLICATION
PROGRAM YEAR 1990 - 1991

PART F: OPERATIONAL FORMAT



| GOALS | OBJECTIVES | PERFORMANCE MEASURES | TIMELINES |
|---|---|---|---|
| C. Hire faculty coordinator | C.1. Hold an orientation for faculty and staff to discuss SUCCESS concepts | C.1.a. Training for faculty coordinator and SUCCESS Coordinator. | Jul. 1990 |
| | | C.1.b. Negotiate release time with appropriate Dean for faculty coordinators | |
| D. Identify potential business and industry participants | D.1. Solicit resources through the Consortium from the business community to support the SUCCESS program | D.1.a. A letter will be developed to be mailed to all major corporations in Collin County | Aug. 1990 |
| | | D.1.b. Telephone follow-up will be done by SUCCESS Consortium members | Aug. 1990 |
| E. Establish the SUCCESS Consortium | E.1. A planning session will be held with CCCCD's Business office, Financial Aid office, Institutional Advancement, and Consortium members to legally establish the SUCCESS entity | E.1.a. Development of the necessary documents to facilitate the creation of an official service-learning group | Aug. 1990 |
| II. IMPLEMENTATION | | | |
| A. Recruit students for Fall Semester | A.1. Develop a marketing letter explaining the opportunities and benefits available through SUCCESS | A.1.a. Mail letters to all Spring and Summer 1990 | Aug. 1990 |
| | A.2. To design posters to be used during registration | A.2.a. Prepare and use registration posters during Fall 1990 registration | |
| | A.3. Design flyers to be placed in registration packets | A.3.a. Prepare and place recruitment flyers in student registration packets | Aug. 1990 |

TEXAS HIGHER EDUCATION COORDINATING BOARD
GRANT APPLICATION
PROGRAM YEAR 1990 - 1991

PART F: OPERATIONAL FORMAT



| GOALS | OBJECTIVES | PERFORMANCE MEASURES | TIMELINES |
|---|---|---|---|
| II. Implementation (continued) | | | |
| B. Enroll students in service-learning internship | B.1. Students will attend an internship orientation | B.1.a. Completed SUCCESS applications will result | Aug. 1990 |
| | B.2. Students will be assigned to a faculty coordinator | B.2.a. Determination of proper volunteer placement | |
| | B.3. Student prepares resume | B.3.a. Resume submitted to relevant service agencies | |
| | B.4. Apply to Consortium for grant or scholarship funding | B.4.a. Needs will be established | Aug./Sep. 1990 |
| | | B.4.b. Funds will be awarded | |
| C. Placement of students in volunteer positions | C.1. Students will be interviewed by service agencies | C.1.a. The student will be matched with service agency | Sep. 1990 |
| | | C.1.b. Students will be assigned to field agent | |
| | C.2. Student's project will be outlined and criteria for accomplishment will be established | C.2.a. Five goals and objectives will result from the cooperative effort of the SUCCESS faculty and field coordinators | |
| D. Develop lecture schedules (see appendix) | D.1. Provide a flexible lecture schedule to assist students in maximizing the use of their time | D.1.a. Student will attend at least 16 hours of lecture from the schedule | Sep. 1990 |
| E. Supervise student's participation in service-learning environment | E.1. Faculty coord. & community agency staff will work through the field agent to determine all needs are being met and goals are being accomplished | E.1.a. Student will fulfill their contract obligations successfully | Sep./Dec. 1990 |

TEXAS HIGHER EDUCATION COORDINATING BOARD
GRANT APPLICATION
PROGRAM YEAR 1990 - 1991

PART F: OPERATIONAL FORMAT



| GOALS | OBJECTIVES | PERFORMANCE MEASURES | TIMELINES |
|---|---|---|---|
| III. EVALUATION | | | |
| A. Consortium evaluation | A.1. To assess the progress of the SUCCESS Consortium in fundraising | A.1.a. Have sufficient funds to meet all student requests for assistance | Dec. 1990 |
| | A.2. To receive critical input from Consortium members on value, benefits and importance of continued projects | A.2.a. Final evaluation and debriefing session will be held | |
| | A.3. To receive feed back from CCCCD business office on the funding process | A.3.a. Implementation of any recommended changes | Dec. 1990 |
| B. Self-study | B.1. To conduct a self-study of the model and its accomplishments internally | B.1.a. A CCCCD task force consisting of Cooperative Work Experience staff, SUCCESS coordinator, students, faculty, financial aid and Institutional Advancement will review SUCCESS's accomplishments | Dec. 1990 |
| C. Service-learning sites | C.1. Final evaluation of service-learning coordinators, field coordinators and volunteers sites | C.1.a. An on-site evaluation by the faculty coordinator and/or SUCCESS coordinator | Dec. 1990 |
| | | C.2.b. All participants will be interviewed for feedback and input | Dec. 1990 |
| D. Consortium resources | D.1. An evaluation will be conducted on funds available to support the next semester's program | D.1.a. If inadequate funds exist, efforts will be maximized to increase solicitation of funds from business and industry | Dec. 1990 |
| | D.2. To continue to develop innovative approaches to acquire support resources | D.2.a. Consortium members utilize new and creative methods of funding | Dec. 1990 |

TEXAS HIGHER EDUCATION COORDINATING BOARD
GRANT APPLICATION
PROGRAM YEAR 1990 - 1991

PART F: OPERATIONAL FORMAT



| GOALS | OBJECTIVES | PERFORMANCE MEASURES | TIMELINES |
|---|---|---|---|
| III. Evaluation (continued) | | | |
| E. Outside evaluation | E.1. To receive an outside evaluation from a community representative | E.1.a. The community representative will review the progress of the SUCCESS program and it's impact on CCCCD's process | On-going |
| F. Dissemination | F.1. To write, print, and distribute a final report based on student "Reaction Paper" establishing guidelines for a model program | F.1.a. The SUCCESS program's design and components will be described in detail in the guidelines | May 1991 |
| | | F.1.b. Production of a document which includes recommendations for implementations and other institutions | May 1991 |
| IV. DISSEMINATION | | | |
| To disseminate the results of this model and it's adaptive components to all Texas Community Colleges. | IV.A. To author and print a final document that includes extensive guidelines and recommendations for implementation and adaptation at other institutions. | IV.A.1. Write a final report that describes in detail the SUCCESS program's components and methods of potential adaptation by other institutions. | Jul. 1991 |
| | | IV.A.2. Submit document draft to the Coordinating Board for approval. | Jul. 1991 |
| | IV.B. To distribute documents to all Texas Community Colleges. | IV.B.1. Documents will be mailed to all institutions included on Coordinating Board mailing list. | Jul. 1991 |

TEXAS HIGHER EDUCATION COORDINATING BOARD
GRANT APPLICATION
PROGRAM YEAR 1990 - 1991

PART F: OPERATIONAL FORMAT



| GOALS | OBJECTIVES | PERFORMANCE MEASURES | TIMELINES |
|---|---|---|---|
| **V. REPORTING** | | | |
| To meet the terms of all model specifications as required by the Coordinating Board. | **V.A.** Prepare all expenditure and project reports according to the requirements of the Coordinating Board. | **V.A.1.** Reports will be completed according to the Coordinating Board deadline. | Jul. 1991 |
| | **V.B.** Maintain all accurate records, reports and other appropriatematerialsfor review by the Coordinating Board staff. | **V.B.1.** All records will be maintained in an easy-to-access manner. | Jul. 1991 |
| **VI. REPEAT PROCESSES** | | | |
| **A.** Establish flex-entry enrollment | **A.1.** To implement an on-going system that may be initiated at the beginning of each month on CCCCD's flex-entry enrollment plan | **A.1.a.** The entire process for student enrollment and placement will be available to students on a "demand" basis. Steps II.A. through II.E.1.a. will be repeated | Sep. 1990 to Jun. 1992 |
| **B.** Regular semester enrollment | **B.1.** To initiate the SUCCESS model each semester after previous semester evaluations | **B.1.a.** Steps II.A. through III.E.1.a. will be used each semester | Sep. 1990 to Jun. 1992 |

# STUDENT LETTERS AND FORMS

**Collin County Community College**

***Central Campus***
*2200 W. University Drive*
*McKinney, Texas 75070*
*(214) 548-6790*

***Spring Creek Campus***
*2800 E. Spring Creek Parkway*
*Plano, Texas 75074*
*(214) 881-5790*

February 19, 1991

Priscilla Diaz
4009 OxLea
Plano, TX 75024

Dear Priscilla:

Congratulations on being chosen to participate in the SUCCESS program at Collin County Community College. Your $1600 stipend will be paid to you in four equal payments. Your first check will be issued following 80 hours of work experience documented with timecards signed by your supervisor. These will be needed to be brought to the Cooperative Work Experience office at the McKinney Campus. You should allow at least ten working days for processing. It is advisable to call the CWE office to see if your check is ready, before coming in to sign for it.

Priscilla, we hope the SUCCESS program encourages you to continue your involvement in community service past the 320 hours supported by the SUCCESS stipend. We are convinced that your talents and abilities will contribute to the community and that you will receive many personal benefits from that contribution.

We look forward to our banquet at the end of the semester where you will meet representatives from some of the businesses that have supported community service with their financial contributions. Good luck in your new position.

Sincerely,

Anita B. Wormald

The SUCCESS, Consortium
Anita B. Wormald
Coordinator

***College Board:***

Carey Cox
*Chairman*

Tino Trujillo
*Vice Chairman*

Sue Willard Olivier
*Secretary*

James Dickson
*Treasurer*

E.T. Boon

J.R. (Bob) Collins

Gary Z. Harris

Glenn W. Justice

Margaret F. Reynolds

***President:***

John H. Anthony

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*CCCC does not discriminate on the basis of race, color, religion, sex, national origin, age, handicap, or veteran status.*

Collin County Community College District
Cooperative Work Experience Division

SUCCESS Consortium

**CHECK RELEASE FORM**

ACCOUNT NUMBER:_____

NAME:_____

ADDRESS:_____
STREET

_____
CITY STATE ZIP

SOCIAL SECURITY NUMBER:_____

AMOUNT OF AWARD: _____
AMOUNT OF CHECK: _____
BALANCE: _____

_____ _____
Director of Cooperative Work Experience SUCCESS Student

Collin County Community College will furnish you a 1099 form at the end of the year. You will be responsible for all taxes that might be due on the monies awarded through the SUCCESS Consortium.

APPENDIX J:

# STATISTICAL ANALYSIS

Collin County Community College District
Cooperative Work Experience Division

SUCCESS Consortium

Statistical Analysis

As of October 24, 1990:

| | | |
|---|---|---|
| Total Number of Companies Visited | 64 | |
| Total Number of Collected Contributors | 14 | 22% |
| Total Number of Pledged | 3 | 5% |
| Total Number of Contributed | 17 | 27% |
| Total Number of Promised | 11 | 17% |
| | 28 | 44% |

**Contributors**

| Level | $200 | $400 | $800 | $1200 | $1600 |
|---|---|---|---|---|---|
| Company Name | Dupont<br>GNB<br>Team Bank<br>TU Electric | First Western<br>Hibernia<br>Middlekauff | Home Interiors<br>T.I. | None | BNR<br>EDS<br>Fisher Controls<br>CitiCorp<br>Safeco |
| Number of Contributors | 4 | 3 | 2 | 0 | 5 |
| Percentage of Total Contributors | 29% | 21% | 14% | 0% | 36% |

Collin County Community College District
Cooperative Work Experience Division

SUCCESS Consortium

Statistical Analysis

As of February 25, 1991:

| | | |
|---|---|---|
| Total Number of Companies Visited | 100 | |
| Total Number of Collected Contributors | 24 | 24% |
| Total Number of Pledged | 4 | 4% |
| Total Number of Contributed | 28 | 28% |
| Total Number of Promised | 5 | 5% |
| | 33 | 33% |

Contributors

| Level | $200 | $400 | $800 | $1200 | $1600 |
|---|---|---|---|---|---|
| Company Name | Charter Hospital<br>Convex<br>Dupont<br>Eljer<br>1st Bank McKinney<br>GNB<br>Holland Hitch<br>Montgomery Elevator<br>Team Bank, Plano<br>TU Electric | Broadcast Satellite<br>First Western<br>GTE<br>Hibernia<br>Middlekauff | Home Interiors<br>Gustafson<br>Tandem<br>T.I. | None | BNR<br>EDS<br>Fisher Controls<br>CitiCorp<br>Safeco |
| Number of Contributors | 10 | 5 | 4 | 0 | 5 |
| Percentage of Total Contributors | 42% | 21% | 17% | 0% | 21% |

Collin County Community College District
Cooperative Work Experience Division

SUCCESS Consortium

Statistical Analysis

As of May 20, 1991:

| | | |
|---|---|---|
| Total Number of Companies Visited | 105 | |
| Total Number of Collected Contributors | 28 | 26% |
| Total Number of Pledged | 4 | 4% |
| Total Number of Contributed | 32 | 31% |

Actual

| | |
|---|---|
| Volunteer Hours represented by money contributed | 17,600 |
| Hours committed by SUCCESS students | 3,600 |
| Community Service Hours | 1,000 |
| Pledge Hours | 480 |

**Contributors**

| Level | $200 | $400 | $800 | $1200 | $1600 |
|---|---|---|---|---|---|
| Company Name | Charter Hospital<br>Convex<br>Dupont<br>Eljer<br>1st Bank McKinney<br>GNB<br>Holland Hitch<br>Montgomery Elevator<br>Team Bank, Plano<br>Texas Instruments<br>TU Electric | Broadcast Satellite<br>First Western<br>Fujitsu<br>GTE<br>Hibernia National<br>Middlekauf Ford | Cullum Corp.<br>Home Interiors<br>Gustafson<br>Tandem<br>Texas Instrument | Harvey Hotel | BNR<br>Citicorp<br>EDS<br>Fisher Controls<br>Safeco |
| Number of Contributors | 11 | 6 | 5 | 1 | 5 |

APPENDIX K:

# STUDENT REACTION PAPERS

POSTED 3/91

Alternative School and CWE Experience

College was looking really dull to me. I had my classes planned and college seemed just like high school but only a little harder. As I got settled into the rut of going to class and doing homework, I found that I had much spare time. At this time, I decided to look into the CWE (Co-op Work Experence) program at the college.

The personnel who worked in the CWE office were really helpful to me. They explained the program and what it had to offer me and made my choice of joining CWE an easy one. I joined CWE knowing that I did not have a job; however, the staff in the CWE office told me that was fine and they started to assist me in finding a suitable job. After about one week, I was introduced to the SUCCESS program. The SUCCESS program allowed me to volunteer in a position for which the college would pay me a stipend. After hearing about the SUCCESS program, I decided that the SUCCESS program was for me.

Along with working in the SUCCESS program, there were other requirements that ranged from attending sixteen hours of seminars to writing a reaction paper. The requirements for CWE were not hard but were challenging enough to make CWE a fun experience.

The seminars that I attended were educational and they reinforced attitudes and skills that I had forgotten. One such

seminar was on Attitude. The seminar covered how attitude is my most priceless possession. Throughout the seminar I learned what an attitude is and how it will affect my dealings with others. I also learned what a powerful tool my attitude can be in my success with future jobs. A video was used to reinforce what was taught in the seminar. The video talked about how attitude was important and used real life examples to reconfirmed the lecture. The video talked about how people do not like to be around those who have a bad attitude. People who have a bad attitude tend to give it to others as well. Those with a bad attitude are hurting themselves because bosses tend to give promotions to those with a positive attitude. The video also talked about the effect of a positive attitude on people. The people with a positive attitude get further ahead in life and in their jobs. These people are the movers in the company and are not afraid to help others in their climb to the top. After watching the video and hearing the lecture on attitude, I learned how important a positive attitude is and how a positive attitude will get me further ahead in life and in my job.

Another seminar I found helpful is the one on First Impressions. This seminar sticks out in my mind because of the role playing that was done in conjunction with the material taught. The role playing gave me an opportunity to try out what I had just learned and to see how effective those new skills would be to me. A topic covered in the seminar included how to come dressed to a job interview. I learned that if I feel good

about how I look, I would be more comfortable at a job interview.

Not only was dressing appropriately discussed but body language and handshakes were also covered. Body language, I learned, sometimes can make or break an interview. If I look disinterested and have wandering eyes, my chances of getting a job are slim; however, if I look interested and attentive to what is being told to me, my chances of getting the job improve. To go along with body language, the importance of a handshake was stressed. I learned that people dislike shaking hands with those who have a weak handshake. A handshake, I learned, should be firm and give a positive impression about me. Through this First Impression seminar, I learned many skills that will help me in the years to come.

I found all the seminars to be quite interesting; however Attitudes and First Impressions were the most informative for me personally. Further down the road, I am sure many of the other items that I learned from seminars like Goals and Objectives, Scruples, and Winning Team will help me in being a better person and being better prepared for a job.

I worked at The Alternative School in Richardson Independent School District; this job opportunity was found for me through the SUCCESS program. At the Alt. School, as it is call, I acted as a teacher's aid; I also provided help in teaching the students about computers. The students in this school are special, because most of them have problems that will not let them function in a regular high school setting. The school

district saw this need and set up this Alternative School for them. Because of the special need of the students, the teachers here have to teach many subjects that they themselves are not trained in. These teachers do a really fine job providing the students with skills that will help them fit into society better. My job was to assist the staff of teachers in any way they felt was necessary in order to provide a proper education for the students. As a teacher's aid and volunteer, I worked with all four teachers as well as their aids. My responsibilities varied from personal tutoring to helping the school develop a computer library.

My experiences at the Alternative School range from fun to frightening. When I first arrived at the school, I was really scared that I would not fit the mold of what they were looking for in a volunteer. After a couple of weeks, I started to feel as if I belonged to the group. It took me awhile to remember all the names of the staff, but they were there to remind me if I forgot. The staff's support made me feel more comfortable there.

The students at the school were not like any that I have ever seen before. I had a picture in my mind of what I expected, but meeting them up close was an interesting experience. The students range from fourteen to twenty years old and from the ninth to the twelfth grade. Some of the students, because of their behavioral/emotional disorders, are not able to function in their grade level; therefore, lesson are prepared on an individual bases, which provides for their needs. Every student

studies at his/her own pace, and the teachers provide help and support as needed.

I worked with a few of the students on a one-to-one basis. I learned from them as much as they learned from me. Most of all, I learned that no matter what psychological problems a student might have, they are not limited by them. One area I worked with the students in was art. The school has an art program which allows the students to use their imaginations and create objects out of a assortment of materials. If the students are exceptionally good, they might even be able to paint one of their creations on the art room wall, or on a wall in the main building. Many of the students who do really well in art may have difficulties with math,English, etc. I learned many interesting things about the students by looking at their art projects.

I stated that the Alternative school was frightening; let me explain why. Some of the students at the Alternative School have violent tempers and once they get mad they are hard to settle down. One of the students got mad at me for something I did. The young man was really upset and had to be taken to the other end of the building; I, on the other hand, had to be shut in a room so he could not get near me. That was a very scary situation for me because I have never had anyone threaten to kill me before. From that point on, I learned to be very careful about what I did or said to students.

Every day that I go to the Alternative School I learn something new. I have always wondered what it would be like to teach high school students; now I can say I have. Working at the Alterative School gave me the opportunity to do something I might not have had the chance to do otherwise. The memories that I have from this experience will stay with me forever. The staff members who work at the Alternative School get very little pay for their high stress jobs, but their work and efforts affect the lives of all who enter the halls of the Alternative School.

From my experiences at the Alternative School, my educational pursuit has not changed. I still will get a degree in Computer Science; however, I now plan to minor in education with the goal of working with students who have behavioral disorders. I feel that I would never have had the opportunity to develop the skills that I have learned at the Alternative School had I not volunteered through the SUCCESS program.

POSTED

Soon-Gill Duncker 03/08/91

My tenure with Kindergarten at Aldridge Elementary School has been both a learning and rewarding experience for me. In the beginning I switched between six teachers under three different sections, ESL, Bi-lingual, and ARK. Later in the semester I switched to just one teacher in ESL.

In the ARK-Children At Risk Kindergarten- there were children who had failed the test for Kindergarten readiness given to children at the kindergarten level. They also qualified for free lunch and breakfast so they came from low income families. I could see that a couple of the children had been down the road of life a bit already. Their learning capabilities and experiences took longer and required more patience than children at the regular kindergarten level. In this class I learned to exercise a lot of my patience, and control my temper. Even though I really wanted to rattle and shake them sometimes, I am proud that I suppressed that urge. I am also glad that there was not too much surprise showing on my face, when some of the children gave some very wrong answers to the very simple questions. I saw my self control grow enormously and my patience grew too.

As for the bi-lingual class there were a lot of Mexicans, and therefor most of them spoke Mexican. With these children I learned a valuable lesson not to ask another child what was

wrong. I soon found out that they really easily would try to confuse me, and so I quickly learned to pay very close attention to all the children, and trust my intuition as far as a mis-behavior. The children would try to blame any and every body else, except for the one who did it. So with my sharpened attention span I soon could tell, which child was guilty of the misconduct, and follow actions on them. I did not have to listen to three or five different stories explaining what had happened, but instead knew for myself. I learned also to be stricter and more fair, and didn't let a sweet innocent face rule my judgment.

In the ESL-English As A Second Language- section my main goal was to teach the children their spelling, and pronunciation of a few simple words. As I progressed with this I noticed how my pronunciation and writing had changed, I also had trouble pronouncing some of the words the right way. I therefore took it upon my self to take a tablet home and practice writing my ABC.

I think that this experience has been very regarding for me. The knowledge and experience that I have gained about the teaching and communicating of children will aide me in the future. And even though I may not become a teacher, I hope to become a mother some day, and I know that this will come in very handy.

Over all what I realized the most, is that children are very clever, and that as a teacher one has to really be on top of things. The children are quick to pick up a mood or an act that most adults would not. And they are very open minded about telling you the truth, whether you look extra good, do not feel good, or maybe changed something that they may like or dislike, they will be sure to tell you so. I have also learned to become more ruling and fair, just because they have a very innocent face, and look at you so angelic; doesn't mean they haven't done anything wrong. I learned to rule with my sight, and head instead of my heart.

POSTED

KARA-LEE SMOTHERMAN

The Texas Agricultural Extension Service of Collin County was the place of my employment. At the beginning of my job I sat five goals. They were : refresh typing skills; more knowledge about crop production and agriculture programs; to be prepare for anything that might happen; basic office skills and basic computer knowledge.

During the three hundred and twenty hours of work experience I touched on all of these skills. However, some of the skills I got more experience of than others. The office skills were pretty easy basic filing,running a copier and a folding machine. The folding machine scared me a first but I got use to it quickly due to all the mass mail outs that I did. Usually the copy machine gave everybody trouble. I learned how to take it apart and find the problem and take out the paper so it would run again. Becky and Joan did most of the typing because I really do not like to type. However, every once in awhile they would get me to type a letter or add somebody to the mail out list of 4-H kids or leaders. Communication with the public was accomplished with ease, except the people who were rude then I just let Becky or Joan handle it. Since I already knew most of people that our office deals with communication was easy. Probably the hardest part of



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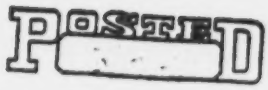
communication that I in the office was with Kenneth. I have always had problems speaking with him but now I do not, we talk . laugh and just have a good time.

Later on into my hours everything got easier because I knew what had to be done and how to do it. Becky, Joan and Carrie trusted me to do my job. I think everybody finally got adjust to me being there and found out that I do my work fast but pretty good. I will be the first to say I do make mistakes, but everybody does. Becky and Joan were the first to trust me. They left at the office for a short time on somedays when they wanted to go home early or leave early because they got to work early. That made me feel good because it told me they thought I could handle it. Finally christmas got here and I thought "great a few days off!" Boy, was I wrong. Becky and Carrie wanted me to work December 26,27 and 28 from 8:00 am till 5:00 pm. so I did it. I took inventory and I did mass mail outs those three days. It was quite an experience.

Well, January 8th rolled around and my three hundred and twenty hours were up. However, Kenneth, Carrie, Becky and Joan asked me to come back to work there

through the co-op program at the college. So I said yes. Now all we have to do is work out the details and get me in the program.

The SUCCESS program is a very good one. I hope that it will stay in the college in future years to help students get job training. Although some of the subjects that were taught I already knew. For instance, budgeting, time management, setting goals, and how to market yourself. I learned most of these subjects in 4-H and FFA. The office work just comes natural to me. There are some students who did not have the advantages that I did in high school and need to know how to do these things. The seminar topic were good and taught very well. I am very glad that I had this opportunity to be in the SUCCESS program.



SHIRLEY JONES

REACTION PAPER

Being a part of the SUCCESS program enabled me to return on a volunteer basis to Collin County Mental Health and Mental Retardation Center. The first week was rather hectic since I had as yet to make my goals and objectives. With the help of Jill Roberts I was able to make a tentative weekly plan structuring my time around various meetings, training sessions, and special groups. I realized that I had a rare opportunity in that I was given the freedom to incorporate my past experience and knowledge into a concrete form, one in which others might follow. It was basically up to me to set my standards, directions, and depth of experience. None of this would have been possible without goal setting and measurable ways to judge if objectives had been met. I was plunged head-on into the reality of being totally responsible for my experience.

My first goal was to document an overview of the different programs and groups serviced by CCMHR. Everyone at the agency was most helpful at inviting me to attend special group sessions, staffings, and social functions. The staffings enabled me to become familiar with terminology, patterns of response, legal ramifications, practices of state hospitals, and procedures for "doing business." The group sessions were a priveleged look at people who were involved in their recovery, and I was allowed to particpate in that recovery by sharing my ideas on art therapy. The social functions enabled me to directly interact with clients in a positive, fun-loving way, especially when my delivery of the

bowling ball was less than graceful. The training orientation was sometimes intense (especially CPR and PMAB), but I learned valuable lessons that would be useful throughout my life.

The second goal was particularly difficult because it involved taking abstract ideas and putting them into concrete form. I was given the task of writing and delivering lessonplans dealing with "stress." I in turn formulated a relationship between art and the every-day problems of life. A copy of these lessons is enclosed.

In conjunction with these lessonplans, my fifth goal was to research art therapy. I have collected literally reams of material dealing with art therapy concepts involving drug abuse, children, schizophrenics, manic-depressives, and the mentally retarded. The agency has a copy of my material for future use.

The third goal was to direct the focus of my education. I can't tell you how many times I have swayed during the past four months in deciding how to plan my education, but I had lots of people to share their educational experiences with me and I know that with all of this valuable information, I will be able to make the best choice. Unfortunately art therapy is a new field, and the road has not been paved. I will have to smooth out a few bumps and possibly make a few detours before I reach my destination - but what an exciting adventure it will be.

The fourth goal was to focus on the adolescent drug program. Unfortunately, the program got off to a late start because it also is in the "pioneer mode." However, I was included in the initial planning; the team was really helpful in educating me, and I felt

a real "bonding" with everyone involved. I still feel a "gut feeling" that this program can really benefit by what I have to offer.

The four months is over, but the experience lives on. At this time I have a proposal before the agency requesting that a staff position be created to facilitate non-verbal expression through the arts. Included in the proposal is an art therapy program for the first three weeks of the teen drug abuse program (written by Rose Toney and myself). I feel the support of many in the agency who have seen firsthand the impact art can have on the healing process, and I feel certain that if there is any way possible, this tool will be implemented (if not now - in the future).

Looking back, the knowledge gained from the co-op experience fell into 3 categories: (1) observation, (2) training (Clients' Rights, CPR, First Aid, PMAB, and Medications) &(3) social interaction. Through these three methods - I gained skills in communication, coping mechanisms, and affirmitive action.

This work experience made me well aware of legalities in the business world and the need to be able to write in a clear, concise way the happenings, procedures, and diagnoses of each particular case. This documentation seems to be an absolute necessity and reality in the profession at this time. My English classes served me well as did my other college classes because they all demanded an assimulation and ordering of masses of information. Of course, any amount of knowledge seems to point to other areas of study or need for research. I still have much

reading to do concerning main topics such as schizophrenia, drug abuse, psychotherapies, mental retardation, group therapy, medical terms and medications.

I was less than excited about attending the seminars required. However, I changed my mind because it provided a support system for me as well as an informative one. I also found myself using the material from the seminars in teaching my own classes. First of all, I can't stress the importance of setting goals and objectives; otherwise, your experience will be a chaotic, mumbo-jumbo set of events with no correlation or integration of your work experience. Therefore, the Goals Seminar is at the top of my list. Other seminars I found helpful were First Impressions, Memory Techniques, and Problem-Solving.

I heartily recommend the Co-op experience for other students. It gives you an immediate and unqualified direct response to your knowledge and actions. You do not have to wait until the grade on the test comes in: you feel the impact of your input, thereby allowing you to correct or add to your general approach immediately. The learning experience becomes intensified but at the same time your knowledge is reinforced and substantiated so that it becomes a part of you, not just some useless information that will go by the wayside (after the test). Collin County Mental Health and Retardation Center was an excellent choice for me because too often the "business world" has appeared cold and distant with no interest in the individual. Here, however, I found just the opposite. Of course I realize that the purpose of the organization lends itself to caring for the individual, but it is still

a business with all the criteria of such. The expertise and dedication was mind-boggling in a profession that pays very little in comparison to other businesses. Therefore, it was reassuring to me to see that a business can be run in a most humane way. I hope others will get the opportunity to be a part of such an organization.

In conclusion, being a part of the SUCCESS program and Co-op was most rewarding. I must say that the staff was extra-ordinary. I have never met such a group of dynamic, positive women. I found myself, even at my age, thinking of them as "moms" because they were supportive, understanding, and extremely helpful. I hope they know what a grand job they are doing. I sincerely hope that the SUCCESS program continues because it rests on a belief in PEOPLE and a hope for the future.

REACTION PAPER

By Roger Fries

May 1, 1991

I owe the success I have made this semester to the Co-op SUCCESS program. Without this funding I would not have been able to dedicate my time as a volunteer for the City of Plano. Being enrolled with the Co-op program was a turning point in my education. The support I received from my fellow employees was unequaled. I can't stress enough the importance of hands-on education.

As part of the Co-op program, I was very fortunate in being placed with the Volunteer In Plano (VIP) City Program. The VIP Program is made up of Volunteers in endless areas of service in the community. They are not paid for their services but the rewards are in the work they perform.

On Monday, April 22, a Volunteer Reception was held at the City Council Meeting and awards were given to volunteers who had reached levels of 100, 300, 500, 1000, 2000, and 3000+ hours of service. Because of my hours with the Co-op program, I qualified for an award. An awards luncheon was also held April 25, at the new Plano Centre. I was included in these activities as well as other activities as part of the City staff. I got to know Robin Popik, the VIP

Coordinator. It is easy to see why so many people are willing to give time to the City.

As a VIP I became part of the technical support staff for the Engineering Department for the City of Plano. My responsibilities included using AutoCAD (Computer Aided Drafting) to edit and redesign the Plano street maps. This included completing maps for center lines for all the streets of Plano, and included 71 separate data files. My job was to edit these files and then format and print the results. This special project taught be new skills and gave me the chance to be in an office climate.

Before working for the City, I had never had the opportunity to put my skills to use on the job. It gave me the opportunity to see just what the technical support staff does and how they help the engineers. As an outside activity, I had an opportunity to work on a special drafting project for one of the engineers. The people I worked with at the City of Plano were exceptionally helpful and really a pleasure to work with. I looked forward to the days spent working with them. My support team helped me put to good use the skills I learned in college. I received instruction on a one to one level that allowed me to learn at an accelerated pace. Using programs such as NTH Driver and Video Velocity (useful in editing drawings) expanded my knowledge beyond what was taught in the classroom. Along with this, I also learned a great deal about the City of

Plano and the long range planning for expansion such as Dallas North Tollway and State Highway 190. I learned where new development is planned and how this expansion will impact the City. Working for the City of Plano far exceeded my job and Co-op expectations.

I returned to Collin County Community College last Spring because of a renewed interest in continuing my studies in the field of Computer Aided Drafting. Glenn Adams, my Academic Advisor and teacher has been a great help. As a result of his encouragement and my very positive work experience with the Co-op program, along with a strong desire to stay in this field, I plan to continue my education at CCCCD. I plan to expand my knowledge of programming so that I can manipulate AutoCAD's program and write support programs of my own. I also want to explore Technical Illustration and three-dimensional drawings.

Being in the Co-op program has been a very positive experience for me and I would like to continue in the program. Upon completing my education I would like to be employed in the field of Computer Aided Drafting. The time I spent working at the City of Plano offices has left me with a most favorable impression. As a result, I would definitely consider working in a municipal environment in the future--possibly for the City of Plano. THANK YOU!

POSTED

Mark Lowry

My Cooperative Work Experience

At the beginning of the spring semester, I had no idea that I would join the COOP Program at the college. A few weeks after the semester had begun, I decided that I wanted a job in a field that was related to my major. I talked to my accounting teacher, Professor Huey, and he told me to try and get a job through COOP. I was a little hesitant at first because I already had a busy schedule and did not know what to expect from the COOP Program.

After thinking about it for a couple of days, I decided to give COOP a try and I arranged an interview with Ms. Cavanaugh. She immediately found a job for me that met the requirements that I was looking for in a job. My major is accounting and Ms. Cavanaugh found a job for me at the McKinney United Way Service Center balancing their checkbooks, preparing financial statements, and designing preliminary budgets for the Center along with a few other minor tasks such as answering the phones, data entry, and filing. This job was just what I was looking for because it gave me a chance to use basic accounting skills while I could also decide if accounting was really what I wanted to do once I get my degree.

There was one problem with the job in that the McKinney Service Center is a non-profit organization and that they did not have the funds to pay an employee. This was a concern for me because I wanted a job for two main reasons. One was to get experience in the accounting field while the other was to earn a little extra money.

When I told Ms. Cavanaugh this, she told me that this was no problem. She explained to me the SUCCESS Program and how it worked and I agreed to give it a try.

I first had to make sure that I had the job with the McKinney Service Center before I could have an interview with the SUCCESS board. After passing the interview at the Service Center, I had an interview with the SUCCESS board. I was notified a day later that I had passed it and I started my job the day after that.

When I started, I wasn't sure what to expect. I did not know how the records were kept so it took me a few days to get everything in shape. The second day that I was there, I prepared a monthly financial statement. My supervisor had prepared the previous months statements and had some difficulty in doing so. That was the main reason she needed me. All the statements that had been completed in the past, had been done by hand. From the day I started, I computerized everything and set-up many files on spreadsheets.

I only prepared the financial statement once a month. My everyday routine usually went something like this: For twenty to thirty minutes a day, I would make sure the checkbooks were balanced followed by an hour to an hour and a half of data input. Some days I would write checks, answer phones, or file some papers. During my time I have been here, I also prepared a preliminary budget for next year's fiscal year. This was not an easy task. I had to study the previous years' budgets and make calculations to decide what amount of money should be budgeted for each

account. I also filed the quarterly payroll taxes. That was something I have never done before, but it was pretty easy.

If you may not know, the McKinney United Way Service Center is a place in which people who are in severe financial trouble turn to for help. If a person's utilities are about to be cut-off or he/she is about to be evicted from his/her home and that person can justify why he/she cannot pay the bill, the center helps the person by paying one or two of his/her bills. There have been people in our office from every walk of life: drug users, ex-convicts, disabled people, AIDS patients, elderly, teenage mothers, and people who just cannot pay their bills.

This job has really shown me what the real world is like. Before I came to work at this job, I had no idea that there were as many people living in poverty as there are. Through this job, I learned to appreciate and be thankful for every asset I possess while also gaining valuable experience in the field of accounting. Everything has gone so well that my supervisor has found enough funds for me to stay and work this summer. I am really glad that I joined the COOP Experience this spring semester.

APPENDIX L:

# EVALUATIONS / LETTERS OF SUPPORT

Collin County Community College
Cooperative Work Experience Division

Service Learning Reflections
December 19, 1990

I. Introductions - Identify self and placement

Kara-Lea Smothermon-Texas Agricultural Extension Center
Stacie Schlecht-Rape Crisis Center
Von Sleigher-Alternative School
Shirley Jones-Mental Health Mental Retardation
Soon-Gill Duncker-Aldridge Elementary, English as a Second Language
Kimberly Berkovitz-Collin County Child Welfare Board

II. Questions for discussion

1. What do you do on a typical day at your placement?

2. Tell about the best thing that happened this semester, something someone said or did, something you said or did, a feeling, an insight, a goal accomplished.

3. What do you feel is your main contribution?

4. Tell about a person there whom you find interesting or challenging to be with. Explain why.

5. How do people see you there? As a staff member? A friend? A student or what? What do you feel like when you are there?

III. What will you do next semester?

IV. Suggestions

301 W. Parker Road
Suite 213
Plano, Texas 75023
(214) 422-1050

**THE VOLUNTEER CENTER**

May 13, 1991

Anita Wormald
Collin County Community College
2200 W. University Dr.
McKinney, Texas 75070

Dear Anita,

Enclosed is my final evaluation of the SUCCESS program. I have appreciated the opportunity to be involved in this program. It provides such a valuable experience for the students, opportunities for the businesses, and much needed manpower for the nonprofit agencies.

Please contact me if I can provide any additional information or be of assistance to the continuation of the program. I have enjoyed working with you, Anita.

Sincerely,

Mary Jo

Mary Jo Dean
Executive Director

301 W. Parker Road
Suite 213
Plano, Texas 75023
(214) 422-1050

**THE VOLUNTEER CENTER**

## SUCCESS

SUCCESS has been most valuable for the students and the agencies that have participated in the program. Today, volunteers are the lifeline of the human service industry. Nonprofit agencies could not keep their doors open, or even exist in many cases, without volunteers. The students who have been placed in some of these agencies through the SUCCESS program have provided valuable service to the agency as well as received experience in their field of study.

The Volunteer Center of Plano is pleased to have had an opportunity to participate in the program. As we continue to recruit and refer volunteers for over 160 agencies, SUCCESS is an important part of that process. Because of the time commitment involved students were able to complete special projects, participate in planning and implementing programs, and receive actual hands on experience in many different situations within the agencies they were serving. As a result of this volunteer service, the agency benefitted as goals and objectives were accomplished and the students had a meaningful experience relating to their area of study. Students also learned the value in contributing to the community and became knowledgeable of the important role volunteers play in the nonprofit sector. Therefore, they will continue to volunteer and community service will always be an integral part of their life.

As Executive Director of the Volunteer Center, I was part of the consortium which was composed of the three participating groups in the program. The others were Collin County Community College and the Texas Agricultural Extension Center. I was involved in the interviewing process and selection of the coordinator of the program, helped develop the format for the solicitations effort, and established guidelines for the program relating to students' needs. I also was a part of the team that interviewed the students. It was important to evaluate the qualifications of the student and their area of study as well the needs of the agency according to the job description to make sure there was the right match between student and agency so both would benefit. A primary role of mine was to educate the nonprofit agencies registered with the Volunteer Center about the SUCCESS program. The public relations campaign to the agencies informed them of the SUCCESS opportunity and the guidelines the student would follow. It also helped agencies develop the volunteer job so that it would be most beneficial to the student and to the agency.

The best way to know of the great success of the SUCCESS program is to listen to the testimonials of the students who have participated. " This program is a win, win, win situation; the students win, the agencies win, and the businesses win." "Be who I am, Give the gifts I have to give, Restored my faith in people, Personal support received from what I do"; these are a few of the comments heard from participants. The experiences the students have had through their work in the agencies has made a definite impact on their lives. Volunteerism will always be a part of their lives as they have had the chance to see how one individual can make a difference.

The role of the businesses in this program is vital. Without their financial support, some students would not be able to participate in the program because they could not accept nonpaying jobs. By supporting this valuable learning experience, corporations demonstrate their commitment to community service and the quality of life in the city in which they are located. Through SUCCESS they are helping meet some of the critical human needs by providing funds so students can perform the work and the businesses fulfill their responsibility of being a good corporate citizen.

The SUCCESS program should continue because of the many benefits it brings to the students, nonprofit agencies, and businesses\corporations and the impact it has in the community.

Texas Agricultural Extension Service

The Texas A&M University System
210 South McDonald
McKinney, Texas 75069
May 17, 1991

Ms. Barbara Eubanks
Cooperative Work Experience
Collin County Community College
2200 West University Drive
McKinney, Texas 75070

Dear Barbara:

It's hard to believe that SUCCESS has been in operation for a year. During this time, this unique program has had a positive impact on students, professionals and the community.

Over the past months, a great majority of the participating students have been placed in organizations located in McKinney including the Heard Museum and Rape Crisis Center. Not only did the agencies benefit from the volunteers, but the volunteers gained invaluable work experience.

I feel that much of the success of this program is due to the interview and placement procedures. Students were specifically matched to agencies based on their interests and career objectives. As a result, agencies received a volunteer who was truly interested in the work itself and not in just having a job. After speaking with several students after completing their hours, they were excited about their work and the accomplishments they made. They felt that they had made a difference by volunteering their time. All had a very positive experience, which will be remembered for a long time. This experience will also be invaluable in the future as they consider how volunteering fits into their lifestyles.

As a SUCCESS participant, I feel that our student, Kara Smothermon, will again volunteer in the future as time and lifestyle allows. Kara not only learned basic office and computer skills, but the important of volunteerism for a non-profit group. We also benefitted from the quality of her work and her genuine interest in the mission of our agency. She filled a void in our office at a time that a restricted budget would not allow a paid employee.



Educational programs conducted by the Texas Agricultural Extension Service serve people of all ages regardless of socioeconomic level, race, color, sex, religion, handicap or national origin.

The Texas A&M University System, U.S. Department of Agriculture, and the County Commissioners Courts of Texas Cooperating

The only negative aspect of the program deals with the number of students involved. I realize that this type of program is not for everyone and due to time restraints, not many students could participate. I feel that during this year of implementation, SUCCESS involved as many as possible. I would like to see this type of program expanded and offered to as many students as possible. If students could have one positive experience with volunteerism, they will likely include it as a part of their lifestyle. This type of program encourages volunteerism, whose future may well depend on such programs in order to survive in today's hectic pace.

I appreciate the opportunity to be part of this unique program. SUCCESS has had a very positive impact on all those it has reached. I hope to see it continue in the future.

Yours truly,

Carrie T. Brazeal
County Extension Agent-
Home Economics

CTB/bj

# Dallas Youth Services Corps

DEVELOPING YOUTH THROUGH SERVICE FOR CAREERS
URBAN CORPS EXPANSION PROJECT
4422 LIVE OAK
DALLAS, TEXAS 75204
(214) 824-3972 (DYSC)

March 28, 1991

Barbara E. Eubanks, Director
Cooperative Work Experience
Collin County Community College District
2200 W. University
McKinney, Texas 75070

Dear Barbara:

Thank you for the opportunity to learn about the S.U.C.C.E.S.S. program and to help evaluate its first program cycle. I thoroughly enjoyed the Advisory Committee meeting and luncheon on February 25, 1991. It was apparent that Anita Wormald is committed to the program and suitably proud of the progress that's been made.

The strengths of the program that were obvious during the Advisory Board meeting were:

1) Existence of strong community support, evidenced by funding, participation on the Advisory Board and testimony to student success within the agencies in which they were placed.

2) Students' progress in personal development, evidenced through hearing them relate their experiences and through letters of praise from direct supervisors.

3) Strength of infrastructure, evidenced by the strong partnership of the community college, the Volunteer Center and the A&M Extension Service. This is also enhanced by the support Anita receives from the other cooperative work experience staff.

4) Strong program leadership, evidenced by sound organizational planning, exceptional program follow through and methods of evaluation, and effective printed material.

After reviewing the materials I received and further discussion with staff other strengths emerged. These include:

1) A commitment from program staff of almost missionary intensity to the personal advancement of the students and to service to the community through this program.

2) The flexibility of the staff in meeting the needs of the students within program guidelines.

3) The replicability and marketiblity of the program, and its potential to grow.

4) The intangible benefits to the community college in goodwill associated with the generation of volunteer service and retention of the students involved.

5) The extremely effective matching of the student to a volunteer agency compatible with their educational goals.

The S.U.C.C.E.S.S. program is cutting edge in its approach to service for this age program participant. The program is learner centered and focused on personal development through service to the community. By providing this opportunity through paid work experience it is possible for the students to volunteer in areas relevant to their formal education. Without this opportunity these same students would be spending that time in parttime employment situations, unrelated to their formal education, in order to finish school.

There is a growing trend in this country to make opportunities available to young people that encourage service to community. One example of this is President Bush's Point of Light Foundation and accompanying program plans. Recently passed national legislation, The National and Community Service Act proposes national funding for programs much like S.U.C.C.E.S.S.

Some areas of challenge and opportunity that I see for the S.U.C.C.E.S.S. program are as follows:

1) Moving from "model" program to permanent.

Most model programs need three years to truly develop, stabilize and prove their worth. This program is off to a good start, but would surely develop and improve with another two years. I would recommend that the college provide for this program and its staffing in the budget for the cooperative work program.

2) Diversifying and increasing the funding base.

Anita has done an excellent job of identifying funding sources and successfully pursuing same. Even if money is provided from the budget to support this program, a

strong funding development program should be continued. As I suggested during our last visit, some of the Advisory Board members may be prospects for a "friends of" group that could help with fundraising. Other help may come from the grateful constituents of agencies where the students have served and from stronger outreach to area businesses. Another aid to requesting larger amounts of money would be to present a program budget that shows all expenses of the program, even if contributed in-kind by the college or others. Understanding the true cost often stimulates giving. It may also be beneficial to implement "team asking" when approaching sponsors. Past participants often make the most effective askers -- second only to donors.

3) Expanding public awareness of program and its successes.

Once again, Anita's efforts in public relations were evident and very successful. There were a plethora of newspaper articles and letters of support from beneficiaries of the program. The level of effort in this area should continue. Perhaps the angle could change and be told from one of the agencies served or from another member of the consortium. This would add variety show the program from a number of angles. The challenge here is to keep from becoming yesterday's news by keeping the successes in front of the media.

4) Being able to reach a scale sufficient to meet demand from the student base and the community non-profit and government agencies.

Because there are many more students interested, qualified and available than there are program funds, staff could easily be discouraged. The other side of that is that there is immense need within the independent sector for services that the young people can provide. From a marketing vantage point this can be a strength. The danger would be to try to grow too fast in the face of these demands. I would recommend setting some realistic goals for the next two years and being careful to have adequate funds and staff to implement the quality program that you now have. Involve the Advisory Board in both long and short range planning.

Collin County Community College is to be congratulated for allowing the cooperative work program to continue innovation in its area of expertise. You, Barbara, are to be congratulated for identifying and retaining staff bright, energetic and competent enough to do this type of comprehensive programming.

Once again, it is wonderful to be involved with professional people doing truly good work. Please let me know if you have questions or would like further information in any of the areas addressed.

Very truly yours,

Mary Eggemeyer
Executive Director

# PLANO INDEPENDENT SCHOOL DISTRICT

1517 Avenue H Phone 881-8100

PLANO, TEXAS 75074-5898


May 10, 1991

Collin County Community College
Cooperative Work Experience Division
ATTENTION: Ms. Barbara Eubanks
2200 W. University
McKinney, TX 75070

Dear Ms. Eubanks:

The opportunity to participate in the Cooperative Work Program was given to us for the first time this Spring. I was delighted. It gave me that extra "helping hand" that I desperately needed. But the intrinsic value has been even greater. As the student has been learning what to do and how to do it I, too, have been gaining in knowledge concerning employer-employee relationships and responsibilties. My sincere appreciation to the SUCCESS Program for including us.

Hopefully we can combine SUCCESS, the Outdoor Learning Center, and a willing student to create another cooperative experience this next Fall semester.

Sincerely,

Sally Evans

Sally Evans
Outdoor Learning Center

COLLIN COUNTY
**MENTAL HEALTH**
**MENTAL RETARDATION**
CENTER

P.O. Box 828
McKinney, TX 75069
*Administration*
(214) 542-8737
*Plano Outpatient Clinic*
(214) 422-5939
*McKinney Outpatient Clinic*
(214) 542-0394

February 7, 1991

Anita Wormald
2200 W. University
McKinney, Texas 75070

Dear Anita,

I am writing this letter to let you and all of the S.U.C.C.E.S.S. staff know how much your program has meant to the clients and employees of Collin County MHMR Center.

Our initial S.U.C.C.E.S.S. volunteer, Shirley Jones, was involved with our agency on a volunteer basis for two years before resigning to return to college in pursuit of a career in art therapy. When Shirley found out about the S.U.C.C.E.S.S. program, she requested the return to this agency for placement.

Ms. Jones is a highly capable individual with a wide variety of skills in the area of creative art. She has been teaching art classes to adults in our psychosocial program as well as aiding in the planning/development of our soon-to-be adolescent substance abuse unit.

Shirley has provided art sessions for our sexual offender program as well as adult substance abuse programs and has received accolades on her performance.

She has been willing to be involved wherever the need was the greatest and those who have worked with her feel very fortunate to have her share such special talents with our organization.

Our newest volunteer, Rose Toney, has recently started her placement in the adolescent substance abuse unit. Rose is also seeking an art therapy certification and plans to devote the majority of her time teaching creative art classes to the adolescent population.

Rose is a very energetic person and is currently delving into research on a variety of therapeutic art activities as well as planning her classes in the adolescent program.



Equal Opportunity Employer

COLLIN COUNTY
**MENTAL HEALTH**
**MENTAL RETARDATION**
CENTER

P.O. Box 828
McKinney, TX 75069
*Administration*
(214) 542-8737
*Plano Outpatient Clinic*
(214) 422-5939
*McKinney Outpatient Clinic*
(214) 542-0394

Her experience and enthusiasm to learn (along with Shirley's) is a real asset to this Center.

These two women have provided CCMHMRC with some unique options for our employees/clients and have presented their talents in a positive/educational manner.

The clients have been very receptive to the new choices in programming and have enjoyed the chance for involvement in creative art activities (that until recently were unavailable to them.)

This program has touched a number of lives within Collin County MHMR and has been very beneficial to those that we serve.

Thanks to all of you for your support and dedication to community service. We greatly appreciate your allowing us to be involved with this program and as far as we are concerned, it is a great SUCCESS!

Sincerely,

Jill Roberts

Jill Roberts, Volunteer Services, CCMHMRC



Equal Opportunity Employer

Texas Department of Human Services
113 Industrial, Suite C
McKinney, Texas 75069
(Metro) 248-4275
214-542-0221

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David Herndon
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Glenn McMennamy
Amarillo
Ida K. Papert
Dallas
Louis P. Terrazas
San Antonio

February 8, 1991

Anita Wormald, Coordinator
SUCCESS Program
Collin County Community College
2200 W. University
McKinney, TX 75070

Dear Ms. Wormald:

This letter is to let you know how important your SUCCESS student, Kim Berkovitz, was to our many clients, as well as to the workers at Children's Protective Services. First of all, Kim provided transportation for several foster children and many clients to and from counseling, doctors and various appointments. This freed the caseworkers' time, allowing the workers to provide more in-depth counseling with other clients when needed.

Ms. Berkovitz was assigned a case and provided some concrete services to the client by helping her locate housing, learn better parenting skills and on several occasions helped the client get emergency food for her children.

At Christmas, Kim was involved in our Spirit of Christmas Program and helped coordinate this and deliver gifts and the Christmas food baskets.

The SUCCESS Program is without question a vital and needed asset to our county. We feel strongly that these students have a unique opportunity to help better our community.

We at Children's Protective Services are requesting another student be placed with our agency and we recommend to other agencies, businesses, etc., that they, too, utilize this exciting program offered by CCCC.

Sincerely,

Katherine L. Howard

Katherine L. Howard
Child Protective Services Specialist II
Collin County Child Protective Services

KLH:mjw



John H. Winters Human Services Center • 701 West 51st Street
Central Office Mailing Address P.O. Box 149030 • Austin, Texas 78714-9030
Telephone (512) 450-3011 • Call your local DHS office for assistance.

Volunteers In Plano
(VIP) City Program
1520 Avenue K
Plano, Texas 75074
(214) 424-7726

May 21, 1991

Barbara Eubanks, Director
Cooperative Work Experience
Collin County Community College
2200 W. University Dr.
McKinney, TX 75070

Dear Barbara:

I have served on the Advisory Board of SUCCESS for a year and was also instrumental in the planning of the grant. It has been exciting to watch this idea develop into a program that has benefitted our community.

It has been enlightening implementing the plans, hearing the students recount their experiences, and seeing the benefit these placements have had on the agencies and the community.

My involvement in the SUCCESS program has driven home my belief that students can learn and contribute valuable talents when offered the opportunity to volunteer.

Thank you for the opportunity to be involved with such a meaningful program. If I can be of further assistance in this or any other CWE program, please do not hesitate to contact me.

Sincerely,

Robin Popik

Robin Popik, Coordinator
Volunteers in Plano City Program

APPENDIX M:

# PROGRAM / PARTICIPANT RECOGNITION

## COOPERATIVE WORK EXPERIENCE
## EMPLOYERS
### Summer/Fall 1990

*Aldridge Elementary-English as a Second Lanuage
Allen Police Department
*Alternative School
Andrew Corporation
ARCO
ARCO Oil and Gas
Arkansas Trucking Services
Attorney General - Child Support
Avanti Pools Inc.
Bell Northern Research
Bray & McDermitt Inc.
Broadcast Satellite International
Burchett & Roberts
CareUnit OutPatient Services
Carrington-Coleman
*Collin County Child Welfare Board
Collin County Community College
Collin County Courthouse
Collin County Health Care Services
*Collin County Rape Crisis Center
Collin County Sheriff Office
Cellular Advantage
CITICORP
Coorlas, Peter CPA
Compaq Computer Company
Convex Computers
Corwin Engineering
Cultural Arts Center
DC Electronics
Dallas Police Department
Dallas Times Herald
DSC
E-Systems
EDS
Eisenberg and Associates
Equifax
Ericsson Inc.
Fujitu America, Inc.
First Baptist Academy
Foley's
HCA Hospital
Honeywell Optoelectronics
Hutchins Police Department
J.C. Penney Company
Jim Ivy Aviation
JoAnn Fabrics
Karlee Company
Kelly Services
Long Distance Networking
Lutz, Stephen CPA
MCI
*Mental Health Mental Retardation
Mervyn's
MIC Technology
Minter Printing
MKS Instruments
Murray Realtors
Northern Telecom
Parts Plus
Peerless Manufacturing
Petco
Pierce High School
Pizza Hut
Plano Fire Department
Plano ISD
Plano Police Department
Plano Star Courier
ProNet
Pronet Medical Communications
RE/MAX - Carol Jenkins
Rockwell International
Rubbermaid
Safety Kleen
Sales Southwest
Sartor TV
Sears
Society of Petroleum Engineer
Southland Corporation
Span Instruments
Transworld Realty
*Texas Agricultural Extension Service
Texas Instruments
United Status Apparel
U.S. General Accounting Office
Vector Marketing Corporation
*VIP Program - City of Plano
Walker Concrete
Woyewodzic Enterprises
Y95 - KHYI
YMCA - Plano

* SUCCESS Employers



## EMPLOYER APPRECIATION BANQUET
### December 14, 1990

6:30 DINNER
Southwest Dining
Plano, Tx

7:30 WELCOME AND INTRODUCTIONS
Barbara A. Eubanks
Director, Cooperative Work Experience

EMPLOYER CERTIFICATES OF APPRECIATION
Dr. John H. Anthony
President, Collin County Community College

COORDINATOR OF THE YEAR
To Be Announced

8:30 GUEST SPEAKER
Steve Klein
Professional Development Center
"How to Slay Your Dragons"

SUCCESS CONTRIBUTORS:

Bell Northern Research
CITICORP
Dupont Specialty Imaging Media, Inc.
Eljer Industries
First Western National Bank-Plano
GNB, Inc.
Hibernia National Bank
Middlekauf Ford
Safeco
Texas Instruments Incorporated
Charter Hospital
Convex
EDS
First Bank, McKinney
Fisher Controls International
Harvey Hotel
Home Interiors & Gifts
Montgomery Elevator
Team Bank
TU Electric

A special thank you to the following for their contributions:

- Harvey Hotel for their donation of the hors d'oeuvres and dessert.
- Penni Van Zandt, Cooperative Work Experience Student, for filming the banquet.

# COLLIN COUNTY COMMUNITY COLLEGE

## Cooperative Work Experience Employers

Accel
Action Company
Affiliated Distributors, Inc.
Altsys
Amli Management Company
Arco International
ARCO Oil and Gas
Bell Northern Research**
Broadcast Satellite, Inc.**
Century 21, McCracken Realtors
Charter Hospital**
Cheryl Johnson Real Estate
Citicorp Credit Services, Inc.**
City of Plano-
Municipal Golf Course
City of Plano-
Police Department
Collin County Community College
*Collin County United Way
Service Center
Convex Computer Corporation**
Cullum Companies, Inc.**
Dallas Teachers Credit Union
Dallas Police Department
DSC
Dupont Specialty Imaging
Media, Inc.**
E-Systems
EDS**
Eljer Industries**
Equifax
FDIC
First Bank, McKinney**
First Western National Bank of
Plano**
Fisher Controls International**
Fox 33
G.T.E.**
Garden Boutique
GNB, Inc.**
Gustafson Inc.**
Harvey Hotel**
*Heard Museum
Hibernia National Bank**
Holland Hitch of Texas**
Home Interiors & Gifts**
Hughes & Luce
JC Penney
Jons & Associates
Kreekon Energy
Lou Smith Realtors
MCI
Mickey Morgan, M.D.
Middlekauf Ford**
Montgomery Elevator**
NEC
Northern Telecom
*Outdoor Learning Center
Payless Cashways, Inc.
Petco
Plano I.S.D.
Plano Type and Graphics
Safeco**
SGS Thomason Microelectronics
Summer Property Management
Suzanne's
T U Electric**
Tandem Telecommunication
Systems**
Team Bank**
Telephone Warehouse
Texas Commercial Mortgage
Texas Agricultural Extension Services
Texas Instruments Incorporated**
The Blueprint
Tom Thumb
Tom Ryan Photography
*VIP-City of Plano



* SUCCESS Employers **SUCCESS Contributors



# EMPLOYER APPRECIATION BANQUET

## M · A · Y · 2ND · 1 · 9 · 9 · 1

**6:30** **DINNER**
Southwest Dining Services
Plano, Texas

**7:00** **WELCOME AND INTRODUCTIONS**
Barbara A. Eubanks
Director, Cooperative Work Experience Division

**STUDENT SLIDE PRESENTATION**
"Show Me The Way"
Pennie Van Zandt and Andrew Niertert, CWE Students

**PRESENTATION OF CERTIFICATES**
Helene Cavanaugh
Coordinator of Job Development & Recruitment

**PRESENTATION OF AWARDS**
Dr. John H. Anthony
President, Collin County Community College

**NON-TRADITIONAL EMPLOYER**
Heard Museum

**FASTEST GROWING CO-OP PROGRAM**
Arco

**EMPLOYER WITH DIVERSE PLACEMENTS**
Volunteers In Plano

**OUTSTANDING TRAINING PROGRAM**
Citicorp Credit Services, Inc.

**SUCCESS EMPLOYER OF THE YEAR**
Collin County Child Welfare Board

**SUCCESSFUL INTEGRATION OF COMMUNITY COLLEGE CO-OP**
MCI

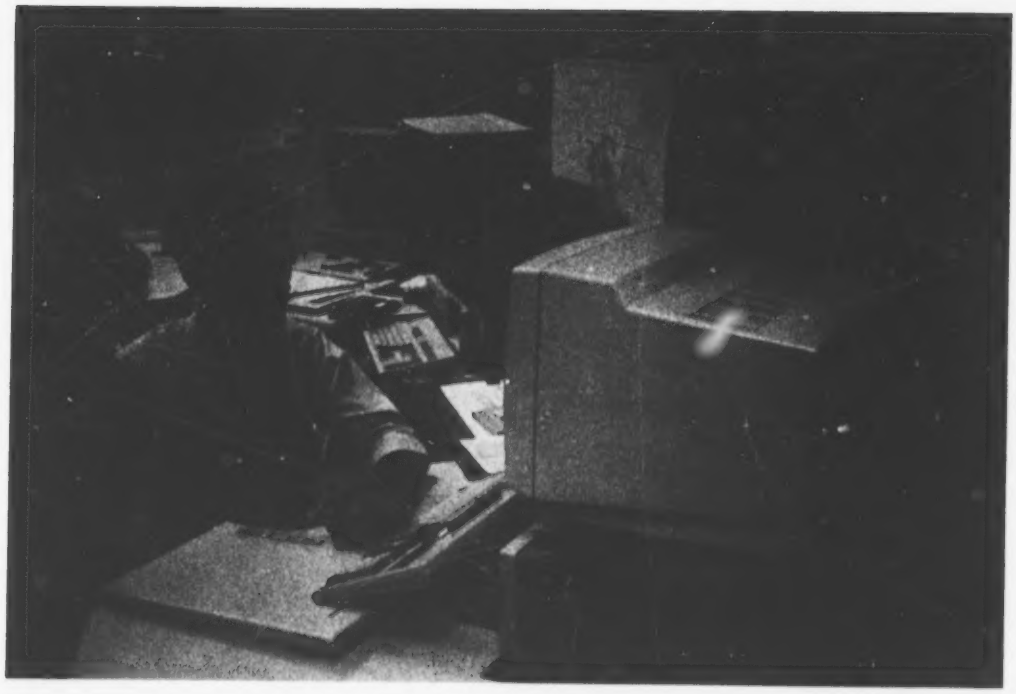
**STUDENT OF THE YEAR**
To be announced

**NOMINEES:**

Jody Bird
Michelle Brooks
Melissa Doukas
Houston McClenny
Aurora McKinney
Deborah McNulty
Michelle Kennedy
Shirley Jones
Klysta Kovar
Mark Lowry
Staci Runkel
Dorothy Shirley
Rodney Williams
Richard Wilson
Sharon Mockaitis
Christina Nicoloff
Diana Hanson
Cindy Harnden
Laura Hodgson
Cynthia Humpal

**8:00** **GUEST SPEAKER**
Karen Sage
Vice-President, Corporate Visions
"The Dance of Rapport"

**DOOR PRIZES**



SUCCESS Student
CAD Department
VIP Program
City of Plano
CAD Major



BEST COPY AVAILABLE

SUCCESS Student
The Alternative School
Computer Science Major

SUCCESS Student
English as a Second Language
Plano Independent School District
Elementary Education Major

BEST COPY AVAILABLE

SUCCESS Student
Outdoor Learning Center
Plano Independent School District
Elementary Education Major



BEST COPY AVAILABLE

Cooperative Education
National Convention
Denver, Colorado March 25-27, 1991

BEST COPY AVAILABLE

Tuesday, March 26, 1991

3:30 p.m. - 5:00 p.m. **EXHIBITOR/POSTER SESSIONS** ..... Grand Ballroom

*POSTER SESSIONS:*

A. **The El Paso Experience — Co-op Seminar Topics and Activities in a Faculty Intensive, Two-Year College Co-op Model**
We work with over 25 faculty members institution wide who supervise co-op students and who teach a 16 hours per semester co-op seminar. We provide them with workshops and mock interviews when they request a class presentation. Providing resources to faculty members presents a challenge. We will have manuals, class topics, and other material on how we interact with faculty.
**Harvey S. Ideus and Gail Mallinson**
*El Paso Community College*

B. **SUCCESS (Students Utilizing Collin County's Educational and Service Systems)**
SUCCESS is a model cooperative education-based program that combines community service and education to foster students' awareness of their community and themselves.

Funds are contributed by industry who have an interest in promoting students' civic awareness. SUCCESS is a consortium whose members monitor the placement and progress of the student to insure that students are working toward career goals and deriving maximum benefit from their community involvement.
**Anita Wormald and Helene Cavanaugh**
*Collin County Community College*

C. **Developing Undergraduate Cooperative Education Programs with a Liberal Arts Emphasis for College Students in the 1990's**
This investigation addresses the need for cooperative education programs that integrate a liberal arts and careerist emphasis that will challenge the undergraduate student. Universities need to provide students a comprehensive, cognitive foundation in liberal arts; a successful external networking system between vocational agencies and academic departments; and student preparation to function in the relational culture of the work place.
**Don Orban**
*Empona State University*